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Report No: ICR00167

IMPLEMENTATION COMPLETION AND RESULTS REPORT

IDA-6347-SN

ON A

CREDIT

IN THE AMOUNT OF EUR 45.8 MILLION
(US$53 MILLION EQUIVALENT)

TO THE
REPUBLIC OF SENEGAL

FOR
IMPROVING YOUTH EMPLOYABILITY THROUGH INFORMAL APPRENTICESHIP

February 26, 2025

Social Protection & Jobs
Western And Central Africa

CURRENCY EQUIVALENTS

(Exchange Rate Effective {Sep 10, 2024})

Currency Unit =	CFA Franc (FCFA)
CFA 595.20 =	US$1
US$ 1.345060 =	SDR 1

FISCAL YEAR
January 1 - December 31

Regional Vice President:	Ousmane Diagana
Country Director:	Keiko Miwa
Regional Director:	Trina S. Haque
Practice Manager:	Christian Bodewig
Task Team Leader:	Friederike Uta Rother
ICR Main Contributors:	Frederic Aubery, Sariette Jippe

ABBREVIATIONS AND ACRONYMS

3FPT	Funds for Professional and Technical Training (*Fonds de Financement de la Formation Professionnelle et Technique*)
CAP	Certificate of Professional Aptitude (*Certificat d'Aptitude Professionnelle*)
CERC	Contingency Emergency Response Component
CT	Chambers of Trade (*Chambres Des Métiers*)
CRA	Regional Committee of Apprenticeship (*Comité Régional de l'Apprentissage*)
DAGE	Director of General Administration and Equipment (*Direction de l'Administration Générale et de l'Equipement*)
DECPC	Directorate of Examinations and Certification (*Direction des Examens, Concours Professionnels et Certification*)
EHCVM	Harmonized Survey on the Households Living Conditions (E*nquête Harmonisée sur les Conditions de Vie des Ménages*)
FCFA	Franc CFA
FM	Financial Management
GRM	Grievance Redress Mechanism
IPF	Investment Project Financing
M&E	Monitoring and Evaluation
MFPAI	Ministry of Vocational Training, Apprenticeship and Economic Insertion *(Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Insertion Economique)*
MIS	Management Information System
ONFP	National Office of Vocational Training (*Office National de la Formation Professionnelle*)
OPAs	Professional Associations of Craftspersons (*Organisations Professionnelles d'Artisans*)
PAD	Project Appraisal Document
PDO	Project Development Objective
PEJA	Youth Employability through Informal Apprenticeship Project *(Projet d'Employabilité des Jeunes par l'Apprentissage non-formel)*
PIU	Project Implementation Unit
VAE	Validation of Experienced-based Skills (*Validation des Acquis d'Expérience)*
TVET	Technical and Vocational Education and Training

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DATA SHEET

BASIC DATA

Product Information

Operation ID P167681	Operation Name Improving Youth Employability Through Informal Apprenticeship
Product Investment Project Financing (IPF)	Operation Short Name Youth Employability
Operation Status Closed	Approval Fiscal Year 2019
Original EA Category Not Required (C) (Approval package - 21 Nov 2018)	Current EA Category Not Required (C) (Restructuring Data Sheet - 09 May 2024)

CLIENTS

Borrower/Recipient Republic of Senegal	Implementing Agency Ministry of Employment, Professional Training, Apprenticeship and Economic Insertion

DEVELOPMENT OBJECTIVE

Original Development Objective (Approved as part of Approval Package on 21-Nov-2018)

The project development objectives are to strengthen the apprenticeship system and improve the employability of selected apprentices.

FINANCING

Financing Source	Original Amount (US$)	Revised Amount (US$)	Actual Disbursed (US$)
World Bank Financing	53,000,000.00	30,667,897.52	30,101,173.10
IDA-63470	53,000,000.00	30,667,897.52	30,101,173.10
Total	**53,000,000.00**	**30,667,897.52**	**30,101,173.10**

RESTRUCTURING AND/OR ADDITIONAL FINANCING

Date(s)	Type	Amount Disbursed (US$M)	Key Revisions
10-Aug-2020	Portal	3.45	• Results • Legal Covenants • Reallocations
06-Jun-2023	Portal	15.83	• Results • Disbursement Estimates • Other Changes
02-Apr-2024	Portal	24.12	• Loan Closing Date Extension
09-May-2024	Portal	25.13	• Components • Results • Disbursement Estimates • Loan Cancellations • Reallocations

KEY DATES

Key Events	Planned Date	Actual Date
Concept Review	20-Sep-2017	20-Sep-2018
Decision Review	08-Aug-2018	02-Oct-2018
Authorize Negotiations	02-Oct-2018	15-Oct-2018
Approval	21-Nov-2018	21-Nov-2018
Signing		17-Dec-2018
Effectiveness	01-Mar-2019	09-Apr-2019
ICR/NCO	28-Feb-2025	--

Restructuring Sequence.01	Not Applicable	10-Aug-2020
Restructuring Sequence.02	Not Applicable	06-Jun-2023
Restructuring Sequence.03	Not Applicable	02-Apr-2024
Restructuring Sequence.04	Not Applicable	09-May-2024
Operation Closing/Cancellation	30-Jun-2024	30-Jun-2024

RATINGS SUMMARY

Outcome	Bank Performance	M&E Quality
Moderately Satisfactory	Satisfactory	Substantial

ISR RATINGS

No.	Date ISR Archived	DO Rating	IP Rating	Actual Disbursements (US$M)
01	21-May-2019	Satisfactory	Satisfactory	0.00
02	03-Dec-2019	Moderately Satisfactory	Moderately Satisfactory	3.35
03	30-Jun-2020	Moderately Satisfactory	Moderately Satisfactory	3.44
04	21-Dec-2020	Moderately Satisfactory	Moderately Satisfactory	6.34
05	25-Jun-2021	Moderately Satisfactory	Moderately Satisfactory	8.24
06	22-Dec-2021	Moderately Unsatisfactory	Moderately Unsatisfactory	9.54
07	04-May-2022	Moderately Unsatisfactory	Moderately Unsatisfactory	12.88
08	23-Dec-2022	Moderately Satisfactory	Moderately Satisfactory	14.58
09	19-Jun-2023	Moderately Satisfactory	Moderately Satisfactory	15.83
10	22-Dec-2023	Moderately Unsatisfactory	Moderately Unsatisfactory	16.79
11	28-Jun-2024	Moderately Satisfactory	Moderately Satisfactory	30.10

SECTORS AND THEMES

Sectors

Major Sector	Sector	%	Adaptation Co-benefits (%)	Mitigation Co-benefits (%)
FY17 - Education	FY17 - Workforce Development and Vocational Education	59	0	0
FY17 - Social Protection	FY17 - Public Administration - Social Protection	7	0	0
	FY17 - Social Protection	34	0	0

Themes

Major Theme	Theme (Level 2)	Theme (Level 3)	%
FY17 - Human Development and Gender	FY17 - Education	FY17 - Education Facilities	33
	FY17 - Gender		100
	FY17 - Labor Market Policy and Programs	FY17 - Active Labor Market Programs	100
		FY17 - Skills Development	100
FY17 - Private Sector Development	FY17 - Jobs	FY17 - Job Creation	33
		FY17 - Youth Employment	74
FY17 - Social Development and Protection	FY17 - Social Protection	FY17 - Social Safety Nets	74

ADM STAFF

Role	At Approval	At ICR
Practice Manager	Jehan Arulpragasam	Christian Bodewig
Regional Director	Amit Dar	Trina S. Haque
Global Director	Michal Rutkowski	Iffath Anwar Sharif
Practice Group Vice President	Annette Dixon	Mamta Murthi
Country Director	Louise J. Cord	Keiko Miwa
Regional Vice President	Hafez Ghanem	Ousmane Diagana
ADM Responsible Team Leader	Cornelia M. Tesliuc	Friederike Uta Rother
Co-Team Leader(s)	Aline Coudouel	
ICR Main Contributors		Frederic Aubery, Sariette Jippe

I. PROJECT CONTEXT AND DEVELOPMENT OBJECTIVES

A. CONTEXT AT APPRAISAL

Context

1. Poverty and inequality remained significant challenges in Senegal at the time of appraisal in 2018, limiting household investments in capital and productive capacity. In 2011, almost half of the population was poor, and poverty reduction between 2005 and 2011 was minimal. Despite economic growth rates reaching nearly seven percent since 2015 and reducing poverty by four to seven percentage points, inequality in assets deepened. Poor households faced low human development outcomes, with limited education, weak literacy, and severe malnutrition among children from the poorest quintiles, perpetuating intergenerational poverty.

2. Senegal's labor market struggled to lift people out of poverty, with a significant portion of the working-age population either inactive or unemployed. In 2015, 41.6 percent were inactive, 13.4 percent were unemployed, and only 45 percent were employed. Youth faced high inactivity rates, especially young women, who were more likely to be underemployed, earned less, and worked in vulnerable conditions. Social norms, early marriage, and teenage pregnancies further constrained young women's opportunities. Job creation had not kept pace with the growing youth population, exacerbating unemployment and underemployment, with demographic pressures expected to intensify.

3. Education plays a critical role in breaking the cycle of poverty, yet enrollment rates were low at all levels, and literacy remained below the Sub-Saharan Africa average. The formal education system failed to equip youth with necessary skills, leaving two-thirds of children lacking functional literacy and math skills after primary school. While technical and vocational education showed better employment outcomes, access was limited, especially for disadvantaged groups. Informal apprenticeships served as the main pathway for skills acquisition, with more than 400,000 youth engaged, particularly in sectors like masonry, carpentry, and tailoring.

4. Traditional apprenticeships in Senegal provide informal on-the-job training through which a master craftsperson[1] imparts his skills to an apprentice. It is most common in three sectors: handicrafts (woodworking, welding, and tailoring), services (auto mechanics, plumbing, and hairdressing) and arts (woodcarving and jewelry-making). It is based on an oral agreement between an adolescent's parents and a master craftsman.

5. Despite its attractiveness among less educated youth, informal apprenticeship training in Senegal was characterized by low quality, long duration and the lack of certification. Neither the sectors involved, nor the apprenticeships were regulated, and so the content of the training depended only on a workshop's activity, which varied considerably within trades. Moreover, the lack of certification complicated finding wage employment and lack of access to capital prevented former apprentices from taking advantage of their accumulated skills to start workshops of their own.

6. Youth employment was a strategic priority in the Country Partnership Framework and national strategic documents. The Youth Employability through Informal Apprenticeship Project (PEJA*, Projet d'Employabilité des Jeunes*

[1] In this document, master craftspersons (Maitre Artisan in French) are sometimes referred to as "masters". They are artisans who run a workshop and transmit skills to their apprentices.

par l'Apprentissage non-formel) was fully aligned with the Senegal Country Partnership Framework, covering the period FY20-24, which put emphasis on the promotion of the employability of at-risk youth. PEJA activities were also aligned with the National Development Strategy (*Plan Senegal Emergent*), especially the deployment of employability and skills development programs for the poor and vulnerable, and the National Employment Strategy (2015-1019), which emphasized the need to better align skills with labor market demands, improve the organization of labor markets, and enhance coordination within the sector. With its focus on the informal transmission of skills, PEJA complemented the Skills for Jobs and Competitiveness Project (P145585) which focused on formal technical and vocational training system, and the Quality and Equity of Basic Education Project (P133333) which aimed to improve learning outcomes in basic education.

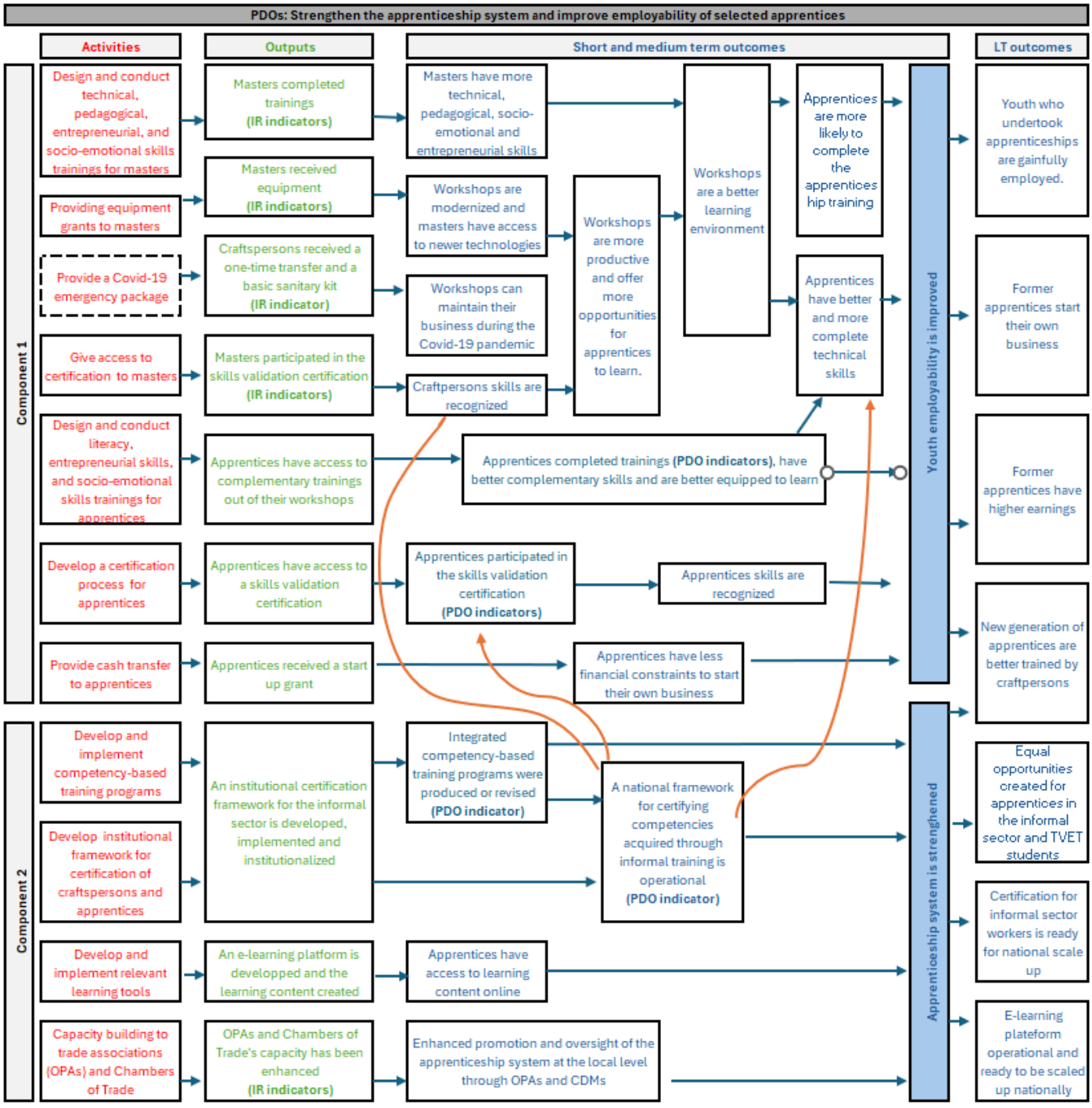
Theory of Change (Results Chain)

7. PEJA sought to (1) strengthen the apprenticeship system and (2) improve the employability of apprentices. The project's theory of change (Figure 1)[2] was based on the premise that skills deficits and the lack of skills recognition are significant barriers to youth employment (particularly for informal sector workers). Traditional apprenticeships, which serve as a key source of skills for low-educated youth, revolve around the transmission of technical skills from master craftspersons to apprentices. The logic of the intervention built on a model that assumes that investing in key elements of the apprenticeship production function—such as master craftspersons and technology—along with enhancing the foundational skills of youth leads to improved learning outcomes and, therefore to greater employability for apprentices. By providing technical, pedagogical, and socio-emotional training to master craftspersons PEJA ensured better transmission of relevant in-demand skills to apprentices. Additionally, the provision of equipment and entrepreneurial skills training to craftspersons aimed to improve workshop productivity and provide more opportunities for apprentices to learn. Together, these interventions at the master craftspersons and workshop levels aimed to create better learning environments where apprentices can acquire more skills and are more likely to complete their training. At the apprentice level, training in literacy, entrepreneurship, and socio-emotional skills provides complementary skills that enhance both learning outcomes and employability. The translation into higher and better employment outcomes for the beneficiaries (as employees or self-employed) and higher earnings is expected due to the greater skill set, a formal recognition of acquired technical skills, and improved employability for the youth who undertook apprenticeships. Furthermore, providing cash support to apprentices helps alleviate financial constraints, enabling them to start their own business, further improving their success on the labor market.

8. The rationale behind the component 2 of the PEJA – strengthening the apprenticeship system by developing a national framework for certifying competencies acquired through informal training – is threefold. First, certification establishes a clear framework and appropriate incentives for master craftspersons to effectively transmit the proper set of technical skills to their apprentices. Similarly, certification helps mobilize local institutions such as the local chambers of commerce and handicraft associations, leading to better connectivity through the established networks. Second, it aims to provide apprentices in the informal sector with equal opportunities to demonstrate their skills in the labor market, thereby increasing their employability and their labor market mobility through acquired nationally recognized certification. Third, the development of competency-based training programs and an e-learning platform improve the homogeneity of the training provided in the informal sector. Taken together, the activities of component two have a transformational and long-lasting impact on the sector by making traditional apprenticeships more effective in training current and future generations of youth.

[2] This scheme representing the Theory of Change has been adjusted from the version in the Project Appraisal Document (PAD) for clarity. The Theory of Change remained valid throughout the project's implementation cycle and was not changed during the restructurings, except for the inclusion of the Covid-19 emergency package.

Figure 1: Theory of Change



Project Development Objective (PDO)

9. The Project Development Objective was to strengthen the apprenticeship system and improve the employability of selected apprentices. The PDO remained unchanged throughout the project's lifecycle.

Key Expected Outcomes and Outcome Indicators

10. As defined in the PAD, progress towards achieving the PDO was monitored through the PDO indicators in table 1. The results framework also included 14 intermediate results indicators.

Table 1: PDO indicators

PDO 1:	**Strengthen the apprenticeship system**
PDI1	A national framework for certifying competencies acquired through informal training is operational (yes, custom)
PDI2	Integrated competency-based training programs produced or revised (cumulative, (number, custom)
PDI3	Youth having participated in the skills validation certification after informal apprenticeships (cumulative) (number, custom) • Women among youth having participated in the skills validation certification after informal apprenticeships (percentage, custom, breakdown)
PDO 2:	**Improve Employability of selected apprentices**
PDI4	Registered apprentices who took part in the complementary literacy training (percentage, custom)
PDI5	Registered apprentices who took part in the complementary socio-emotional support training (percentage, custom)
PDI6	Registered apprentices who took part in the complementary management training (percentage, custom)

Components

11. Component 1: Strengthen the system of informal apprenticeship (EUR 11.7 million, US$13.6 million equivalent at approval; US$ 5.8 million after restructuring; and US$12.98 million actual at closing). Component 1 focused on strengthening the national system of informal apprenticeship by addressing constraints in regulatory and support functions that impact the quality of training delivery and management of the system. Most importantly, the project supported (a) the development of the regulatory and operational frameworks for certifying informally acquired technical skills; allowing apprentices and craftspersons to demonstrate their vocational knowledge and skills acquired through non-formal vocational training, apprenticeship, or life-experience. An important prerequisite to achieve that goal was to support (b) the development of integrated competency-based training programs, essential to define the industry-validated competencies that apprentices must master and develop instructional material to facilitate learning and certification. Finally, the project supported (c) the strengthening of the capacity of the government to regulate, guide, monitor and provide oversight of the informal apprenticeship sector.

12. Component 2: Improve the quality of apprentices' skills formation processes (EUR 30.8 million, US$35.6 million equivalent at approval; US$25.4 million after restructuring; and US$14.25 million actual at closing). This component aimed to improve skills formation for apprentices and support their transition to gainful employment by improving the learning conditions in the workshops, complementing the training they acquire with their master and providing an economic inclusion cash transfer. First, PEJA supported the strengthening of masters' technical skills (through the provision of training by specialized training providers) and provided pedagogical training (including on the use of

competency-based instructional material) to ensure a better transmission of technical skills to apprentices. Second, a grant (up to US$2,000) was provided to help master craftspersons upgrade their workshops' technology, increase the workshops' level of production, and consequently improve apprentices learning opportunities. The grant was conditioned by the preparation of a business plan after completion of the entrepreneurial skills training. Third, as a complement to masters' transmission of technical skills, the project financed several trainings for apprentices: a literacy training for eligible apprentices, an entrepreneurial skills training to provide young people with an understanding of how to develop a business, and a socio-emotional skills training to facilitate entry in the labor market. Last, an economic inclusion cash transfer was provided to apprentices after completing the entrepreneurial skills training (one-off cash grant of about US$200 on average, with a 50 percent premium for women), conditional on participation in the training.

13. Component 3: Project Management (EUR 3.3 million, US$3.8 million equivalent at approval; US$2.8 million after restructuring; and US$2.37 million actual at closing). The component supported project management, including fiduciary matters, communication, planning, and monitoring and evaluation. It supported different positions including a project coordinator, fiduciary staff, and technical experts for various areas including training, validation and certification of competencies, Management Information System (MIS), Monitoring and Evaluation (M&E), and communication. As part of the M&E, it financed several consultancies to conduct spot checks, process and implementation assessments, beneficiary satisfaction surveys, as well as an impact evaluation. It also financed annual audits. In addition, the project financed consultancies, training and operating costs, office and information and communication technologies equipment.

B. SIGNIFICANT CHANGES DURING IMPLEMENTATION

14. The project was restructured four times (details of the four restructurings are presented in Table 2). The first restructuring (August 2020) was a response to the surge of Covid-19. It added Covid-19 emergency measures as part of component 2 through the activation of a Contingency Emergency Response Component (CERC). The rationale was to support workshops' business affected by the slowdown in demand and disruption in the supply chain, due to the surge of Covid-19. The goal was to retain apprentices in training, keep workshop in activity and facilitate a resilient recovery. The new activities, which consisted of a onetime transfer to master craftspersons and the distribution of basic sanitary kits, were funded by reallocating US$3.1 million from the budget dedicated to capital grants.

15. The second restructuring (June 2023) was implemented after the mid-term review of March 2022 to streamline the results framework. It clarified institutional reporting and implementation arrangements giving more authority to the PIU-director with a direct reporting line to the accountant to accelerate procurement processes and consequently disbursement. It furthermore expanded beneficiary eligibility (from 15 to 25 years old for apprentices to 15 to 30)[3]and adjusted disbursement estimates and the results framework. The restructuring clarified certain indicators and their measurement formula and replaced indicators that could not be measured within the current implementation timeline.

16. The third restructuring (April 2024) extended the closing date to complete (i) the certification, (ii) equipment delivery, and (iii) cash transfers activities. Following delays in equipment delivery, inefficiencies in the coordination of the certification process, and delays in procurement, the rationale for the extension was to ensure orderly closure of the project and the completion of important remaining activities, including the certification of apprentices and craftspersons, one of the most transformational aspects of the project. The restructuring resulted in a three-month extension of the PEJA closing date.

[3] The initial age criteria inadvertently excluded an important group of potential beneficiaries.

17. The fourth restructuring (May 2024) executed a cancellation of funds of EUR 17.6 million (US$19 million) as some activities could not be fully completed. Although an agreement to proactively cancel projects funds was reached in July 2023, the request for cancellation was only received on March 29, 2024, two days before the initial closing date. The funds cancellation was the consequence of residual start-up delays and challenges of institutional coordination and co-funding needed for certification and training delivery (see paragraph 19 for details). The results framework was adjusted to account for the downsized activities.

Revised PDO Indicators

18. PDO indicators and intermediate results indicators were revised three times over the course of the project. The changes can be classified into three categories. First, the inclusion of a Covid-19 emergency response required the creation of a dedicated indicator to monitor this activity. Second, target numbers were reduced for key indicators after the mid-term review (restructuring R2) and after the cancellation of funds (restructuring R4) to better reflect what was possible to achieve (Table 4). Revisions aimed at clarifying several indicators. In particular, the PDO indicator "*Youths obtaining skills certification after informal apprenticeships*" and "*Number of master craftspersons certified through* Validation of Experienced-based Skills *(VAE)*" were revised to report the number of apprentices and craftspersons who participated in the process rather than the number who got certified. Third, the PDO indicator aiming at measuring the apprentices labor outcomes after completion of the apprenticeship ("*Percentage of apprenticeship completers who are gainfully employed or self-employed six months after certification*") was revised during restructuring R2 as it could not be properly measured by the end of the project's lifetime. Because of the long duration of traditional apprenticeships in Senegal (which, on average, is longer than the project's lifetime) as well as delays in the implementation of the certification process, it became clear that indicators of employment six months after completion of the training could not be observed for most beneficiaries during the project's lifetime.[4] Therefore, the indicator was replaced by indicators reflecting trainings completion, which were assumed to reflect better employability of apprentices. Details of the revisions are presented in Tables 2 and 3.

Table 2: Revision in the wording of the PDO and intermediate results indicators

Original indicators	Revised indicators	Rationale and comments
PDO indicators		
Youths obtaining skills certification after informal apprenticeships.	**PDI3** - Youth having participated in the skills validation certification after informal apprenticeships (cumulative number).	**[Revised in R2]** The wording was revised to measure youths who are participating in the certification process (based on their level of skills) rather than the number who got certified successfully. The rationale was that, while the project aimed at giving access to certification to apprentices and craftspersons, success at the certification exam depends on factors beyond the purview of the project. Moreover, focusing on successful certification rather than participation in the certification process could have resulted in adverse effects such as a selection of candidates biased toward those with more potential or lowering of the standards to pass the exam.
Percentage of apprenticeship completers who are gainfully employed or self-employed six months after certification.	**PDI4 -** (1) Registered apprentices who took part in the complementary literacy training (Percentage) **PDI5** - (2) Registered apprentices who took part in complementary socio-emotional training (Percentage)	**[Revised in R2]** Due to the long duration of traditional apprenticeships in Senegal (which was longer than assumed during project design) and delays in implementation, the original indicator could not be properly measured by the end of the project and no longer represented a meaningful measure of employability and was replaced by three indicators reflecting completion of the main

[4] For this to be achieved the project would have to be extended by one year.

	PDI6 - (3) Registered apprentices who took part in complementary management training (Percentage).	trainings offered to apprentices. The three indicators were moved up from the intermediate results indicators.
Intermediate results indicators		
Created in restructuring R1.	Number of workshops receiving Covid-19 sanitary kit and operating capital (Number).	**[Revised in R1]** This indicator was added to track the Covid-19 emergency support.
Number of annual apprentices and craftsmen competition organized.	*Deleted in restructuring R2*	**[Revised in R2]** This indicator was dropped due to delays in the implementation of this activity.
Number of master craftspersons certified through VAE.	Craftspersons having participated in the VAE process (cumulative) (Number). Craftspersons having completed the VAE certification process (cumulative) (Number).	**[Revised in R2]** To measure the government's capacity to implement the certification process rather than the craftspersons' skills, the indicator was rephrased and separated into two indicators (a main indicator and a sub-indicator).
Number of master craftspersons or companions who have benefitted from technical and pedagogical training.	(1) Craftspersons trained (cumulative) (Number). (2) Craftspersons who benefitted from entrepreneurship training (cumulative) (number). (3) Craftspersons who benefitted from technical training (cumulative) (number). (4) Craftspersons who benefitted from pedagogical training (cumulative) (number).	**[Revised in R2]** The indicator was rephrased and disaggregated into four additional sub-indicators for each of the trainings' craftspersons could benefit from. The end target was set to 8,000 for entrepreneurship and technical training, but only 3,500 for pedagogical training.

Table 3: Changes in the target of PDO and intermediate results indicators

	End targets		
	Original	**Restructuring R2**	**Restructuring R4**
PDI3: Youth having participated in the skills validation certification after informal apprenticeships.	24,000	15,000	5,000
PDI4: Registered apprentices who took part in the complementary literacy training.	60	50	50
IRI: Craftspersons having participated in the VAE.	8,000	5,000	5,000
IRI: Beneficiaries of job-focused interventions.	32,000	30,000	19,000
IRI: Beneficiaries of job-focused interventions (Females).	11,200	10,500	6,650
IRI: Workshops which have received a grant to purchase equipment.	8,000	8,000	6,000
IRI: Number of workshops receiving Covid-19 sanitary kit and operating capital.	---	7,000	7,000

Revised Components

19. Component 2 was revised during the first restructuring to include an emergency response to Covid-19. With the aim of preventing business failure and apprentice' drop out, PEJA supported 7,000 workshops which expressed interest to participate in the project with sanitary kits and a one-time transfer of US$260. This ensured continuity of training for apprentices.

20. The other components remained the same throughout the course of the project. The scope of activities in the three components was reduced to reflect the partial cancellation of funds of the fourth restructuring (May 2024) at the end of the project. In particular, the number of beneficiaries participating in the certification process was reduced by 10,000,

from 15,000 to 5,000; the number of job-focused interventions was reduced by 11,000; the number of craftspersons receiving equipment was reduced by 2,000; and the cash transfer to apprentices was reduced by 12,000. Additionally, the business competition for best performing craftspersons and apprentices (which was part of component 1) was cancelled due to delays in implementation. Overall, EUR 7.2 million were cancelled under component 1 (55 percent of the total component cost), EUR 9.5 million under component 2 (27 percent), and EUR 0.9 million in component 3 (24 percent).

Rationale for Changes and Their Implication on the Original Theory of Change

21. The changes introduced with the four restructurings did not change the fundamental logic of the theory of change. While the cancellation of funds reduced the number of beneficiaries of specific activities, it did not cancel entire activities, therefore preserving the original theory of change. Moreover, the inclusion of a Covid-19 emergency activity, which played a safety net role for business facing a drop in demand, falls within the scope of the initial theory of change by preserving the workshop as a place where apprentices learn the trade on the job during the pandemic.

II. OUTCOME

22. Justification for split rating. A split rating has been applied based on decreased targets for some indicators and the partial cancellation of funds. As noted above, PEJA was restructured four times. While the first and third restructuring (related to the Covid-19 response activities and the extension of the closing date) did not significantly change the scope of the program, the second and fourth restructurings (in June 2023 and May 2024, respectively) led to changes in the targets of PDO and Intermediate indicators. The reduction in scope in the fourth restructuring was further evidenced by the cancellation of funds. The efficacy of the project is therefore assessed in three Phases: Phase I from the effectiveness of the project until the second restructuring (June 2023), Phase II between the second and fourth restructuring (June 2023 to May 2024), and Phase III thereafter.

A. RELEVANCE OF PDO

Assessment of Relevance of PDOs and Rating: High

23. The development objectives remain highly relevant to current World Bank priorities in Senegal. The project was aligned with the World Bank Group's Partnership Framework for Senegal for the period 2020-24 (Report number 143333[5]). It directly supported Focus Area 1: *Invest in human capital to enhance productivity and ignite the demographic dividend* and the objective of *promoting employability for youth, with a focus on market-oriented skills*. The project established a system to strengthen apprenticeship system and to improve the employability of selected apprentices. It focused on developing and fostering technical skills that are valuable on the labor market and linked those skills better to the demand. It also helped master craftspersons to update their equipment and adopt new technologies. The project contributed to its objective to elevate human capital for women through quotas for female beneficiaries and accompanying measures: (i) the development of specific learning tools; (ii) the selection of female dominated trades; and (iii) a cash-incentive mechanism for women.

24. The project also directly supported government plans. It supported Senegal's development strategy for 2025-2029 (*Stratégie Nationale de Développement 2025-2029*), which calls for developing and improving the technical and vocational

[5] This is the latest available Country Partnership Framework for Senegal.

skills training, including apprenticeships training. The government's strategy remains to have a strong focus on inclusive economic growth, social equity, and sustainability with specific goals of reducing poverty, promoting decent work, and expanding social protection to cover the informal sector, as well as the overall improvement of human development outcomes as outlined in the new long-term vision "Agenda Senegal 2025" and is aligned with the four pillars of Senegal's strategy "Senegal 2050".

B. ACHIEVEMENT OF PDOs (EFFICACY)

25. The PDO statement contains two objectives, which the ICR rates separately: (1) to strengthen the apprenticeship system; and (2) to improve employability of selected apprentices. The targets of each PDI and IRI for the three phases and the achievements are presented in tables 4 and 5.

PDO1 "Strengthen the apprenticeship system". Phase I: Substantial, Phase II: Substantial, Phase III: High

26. PDO 1 is assessed using four PDO indicators (PDI3 has a sub-indicator), as detailed in Table 4. As per Phase III, two indicators were surpassed and two were achieved. PDI3 (*Participation in the skills validation certification*) is the only PDI that differs in Phases I and II, in which it is rated as not achieved. Of the six IRIs considered in the ICR, two are surpassed, three are achieved, and one was only partially achieved (*Craftspersons having participated in the VAE process*), with an achievement rate of 74 percent. The rating differs for only one IRI (*Craftspersons having participated in the VAE process*), which is rated partially achieved in Phase I. One IRI (*Craftspersons having completed the VAE process*) is not used in the rating of phased I as it was only included at the second restructuring. Overall, the level of achievement goes from 82 percent (rated Substantial) in Phase I, 94 percent (Substantial) in Phase II, and 106 percent (High) in Phase III (Surpassed and partially achieved indicators are respectively valued at 1.2 and 0.8 weight scale).

27. PEJA's main contribution to strengthening informal apprenticeship was to develop, implement, and institutionalize a certification process for apprentices and craftspersons in the informal sector who did not have access to formal Technical and Vocational Education and Training (TVET). Achieving this ambitious goal required first creating or updating competency-based training programs (or curricula) for each of the 12 trades included in the PEJA design. This curriculum content was then transmitted to master craftspersons in the form of pedagogical training, as part of Component 2. Once the curricula were defined, a process to certify informally acquired competencies and skills (for both apprentices and craftspersons) was developed and embedded in Senegal's national skills certification framework through an official decree, which was passed in March 2022.

28. For master craftspersons, certification was provided through validation of competencies acquired through informal training (*Validation des Acquis de l'Expérience, VAE)*, granting access to diplomas of various levels within the national framework. Apprentices were given access to the *Certificat d'Aptitude Professionnelle (CAP)*, the entry-level technical skills diploma, through a national practical exam equivalent to the one in place in formal TVET. In both cases, the certification process required mobilizing trade specialists and civil servants for the evaluation committees, as well as securing resources (such as materials for practical exams) and involving local institutions, such as the Chambers of Trade (*Chambres des Métiers, CTs*). After being tested in a pilot phase and expanded during the project, this certification process could now be used/applied nationally for apprentices or craftspersons beyond the project's duration.

29. The development of prerequisites (curricula for all trades) and the preparation of certification processes extended over much of the project's lifespan, with the first apprentices and craftspersons entering the process in December 2023. A total of 5,811 apprentices (40 percent of whom were women) participated in the skills validation certification process,

with 1,418 beneficiaries being certified by project closing. Among craftspersons, a total of 3,682 participated in training (almost half of all PEJA beneficiaries), and 1,242 were certified. In Phase I, those indicators are considered not achieved. End targets were revised in the second and fourth restructuring to reflect the delays in the preparation of the certification process. In Phase III, they are considered surpassed (for apprentices) and partially achieved (for masters).

30. As one of its most innovative components, PEJA developed a digital E-learning platform, *E-jang*, for craftspersons and apprentices, which was fully operational by the project's closure. Based on the curricula for each trade, the platform offers a common source of knowledge that complements the on-the-job training provided by master craftspersons. Each video (translated into local languages and using graphics for low or no literacy skills) focuses on a specific skill within a trade (with an average of 100 videos per trade), while additional learning modules provide training on entrepreneurial skills, literacy, as well as socioemotional and behavioral skills training. It has been discussed with the government that access to the E-jang platform would be given to all apprentices interested beyond the project's lifespan.

31. PEJA further strengthened the apprenticeship system by building the capacity of the Ministry of Vocational Training, Apprenticeship and Economic Insertion *(Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Insertion Economique (MFPAI)* **and institutions at the local level, such as CTs and craftspersons associations.** See paragraph 50 to 54 for details.

Table 4: Targets and final achievements of PDO and IR indicators for PDO 1

		Original end target	Rating (Phase I)	Revised end target (R2)	Rating (Phase II)	Revised end target (R4)	Rating (Phase III)	Achieve-ment rate	Achieve-ment
PDO 1: Strengthen the apprenticeship system									
	PDO indicators								
PDI1	A national framework for certifying competencies acquired through informal training is operational (yes, custom).	Yes	Achieved	Yes	Achieved	Yes	Achieved	100%	**Yes**
PDI2	Integrated competency-based training programs produced or revised (cumulative, (number, custom).	12	Achieved	12	Achieved	12	Achieved	100%	**12**
PDI3	Youth having participated in the skills validation certification after informal apprenticeships (cumulative) (number, custom).	24,000	Not achieved	15,000	Not achieved	5,000	Surpassed	116%	**5,811**
	•Women among youth having participated in the skills validation certification after informal apprenticeships	35%	Surpassed	35%	Surpassed	35%	Surpassed	113%	**39.6%**
	Intermediate indicators								
IRI	A management information system is institutionalized and operational.	Yes	Achieved	Yes	Achieved	Yes	Achieved	100%	Yes

		Original end target	Rating (Phase I)	Revised end target (R2)	Rating (Phase II)	Revised end target (R4)	Rating (Phase III)	Achieve-ment rate	Achieve-ment
IRI	A grievance redress mechanism has been developed and is functional.	The GRM system is fully functional and uses the MIS to manage grievances	Achieved	The GRM system is fully functional and uses the MIS to manage grievances	Achieved	The GRM system is fully functional and uses the MIS to manage grievances	Achieved	100%	The GRM system is fully functional and uses the MIS to manage grievances
IRI	Regional Committees of Apprenticeship (CRAs) that have benefitted from capacity building.	14	Achieved	14	Achieved	14	Achieved	100%	14
IRI	Professional Associations of Craftspersons (OPAs) that have benefitted from capacity building.	154	Surpassed	154	Surpassed	154	Surpassed	121%	187
IRI	Craftspersons having participated in the VAE process.	8,000	Not achieved	5,000	Partially achieved	5,000	Partially achieved	74%	3,682
IRI	Craftspersons having completed the VAE process.	n/a	n/a	600	Surpassed	600	Surpassed	207%	1,242
	Level of achievement (%) *	**82%**		**94%**		**106%**			
	Rating	**Substantial**		**Substantial**		**High**			

Note: **At baseline, target numbers were set at zero for all indicators and "No" for PDI1 and the first two intermediate indicators. In Phase I, PDI 3 was an indicator of PDO 2.**

**** Surpassed and partially achieved indicators are respectively valued at 1.2 and 0.8 weight scale.***

PDO2: Improve Employability of Selected Apprentices. Phase I: Substantial, Phase II: Substantial, Phase III: High

32. This objective was achieved through the provision of training for both craftspersons and apprentices, delivery of equipment to workshops, and cash transfers to apprentices. As detailed in Table 5, PDO 2 is assessed using three PDO indicators. As per Phase III, two indicators are surpassed, and one is achieved. In Phase II, PDI4 (*Registered apprentices who took part in the complementary literacy training*) was rated as achieved, rather than surpassed. In Phase I, four indicators are taken into account, including PDI4, 5 and 6, which were IRIs at the time, and a PDO that has been since deleted in the second restructuring (*Percentage of apprenticeship completers who are gainfully employed*)[6], for a total of two surpassed and two achieved indicators. Of the nine IRIs considered in the ICR in Phase III, five are surpassed, three are achieved and one is partially achieved. Three IRIs (*Beneficiaries of job-focused interventions*, overall and female only, and *Workshops which have received a grant to purchase equipment*) differ in their achievement in Phase I and II, from partially achieved in Phases I and II to surpassed in Phase III. Additionally, three indicators that were added at the second restructuring are not used in the evaluation of Phase I. Lastly, a deleted indicator (*Number of annual national apprentices and craftspersons competition organized*) was used for the evaluation of Phase I only and rated as not achieved. Overall, the level of achievement goes from 93 percent (rated Substantial) in Phase I, 100 percent (Substantial) in Phase II, to 113 percent (High) in Phase III (Surpassed and partially achieved indicators are respectively valued at 1.2 and 0.8 weight scale).

[6] The number used as an achievement indicator has to be interpreted carefully. As discussed, this PDO indicator was removed as it couldn't be properly measured by the end of PEJA. Indeed, the majority of beneficiary apprentices had not graduated out of apprenticeship (with or without an official certification) and therefore had not yet transitioned into the labor market. The number used here is measured from the impact evaluation data. It reflects the proportion of apprentices in the sample who reported having completed their training by endline, having worked over the last seven days, and having positive income. The sample size used for this indicator (N=176) is low and represents only four percent of the sample, hence the precaution.

Table 5: Targets and final achievements of PDO and IR indicators for PDO 2

		Original end target	Rating (Phase I)	Revised end target (R2)	Rating (Phase II)	Revised end target (R4)	Rating (Phase III)	Achievement rate	Achievement
PDO 2: Improve Employability of selected apprentices									
	PDO indicators								
PDI4	Registered apprentices who took part in the complementary literacy training (percentage, custom).	60	Achieved	60	Achieved	50	Surpassed	110%	**55**
PDI5	Registered apprentices who took part in the complementary socio-emotional support training (percentage, custom).	90	Achieved	90	Achieved	90	Achieved	100%	**90**
PDI6	Registered apprentices who took part in the complementary management training (percentage, custom).	90	Surpassed	90	Surpassed	90	Surpassed	103%	**93**
	[Deleted PDO] Percentage of apprenticeship completers who are gainfully employed or self-employed 6 months after certification (percentage)	60	*Surpassed*	n/a	n/a	n/a	n/a	n/a	**86****
	Intermediate indicators								
IRI	Beneficiaries of job-focused interventions.	32,000	Partially achieved	30,000	Partially achieved	19,000	Surpassed	110%	20,873
IRI	Beneficiaries of job-focused interventions - Female.	11,200	Partially achieved	10,500	Partially achieved	6,650	Surpassed	122%	8,141
IRI	Craftspersons trained	8,000	Achieved	8,000	Achieved	8,000	Achieved	93%	7,451
IRI	Craftspersons who benefitted from entrepreneurship training.	n/a	n/a	8,000	Achieved	8,000	Achieved	93%	7,451
IRI	Craftspersons who benefitted from technical training.	n/a	n/a	8,000	Partially achieved	8,000	Partially achieved	63%	5,075
IRI	Craftspersons who benefitted from pedagogical training.	n/a	n/a	3,500	Surpassed	3,500	Surpassed	197%	6,893
IRI	Workshops which have received a grant to purchase equipment	8,000	Partially achieved	8,000	Partially achieved	6,000	Surpassed	108%	6,499
IRI	Beneficiaries satisfied with project interventions.	75%	Surpassed	75%	Surpassed	75%	Surpassed	---	95%
IRI	Number of workshops receiving Covid-19 sanitary kit and operating capital.	7,000	Achieved	7,000	Achieved	7,000	Achieved	100%	7,000
IRI	**[Deleted indicator]** Number of annual national apprentices and craftspersons competition organized	4	Not achieved	n/a	n/a	n/a	n/a	n/a	0
	Level of achievement (%)*	**93%**		**100%**		**113%**			
	Rating	**Substantial**		**Substantial**		**High**			

Note: **At baseline, target numbers were set at zero for all indicators. In Phase I, PDO indicators for PDO 2 included PDI3 ("Youth having participated in the skills validation certification after informal apprenticeships") which became an indicator for PDO2 at R2.**

*** Surpassed and partially achieved indicators are respectively valued at 1.2 and 0.8 weight scale.**

**** This number refers to the proportion of apprentices in the impact evaluation sample who reported having completed their training by endline, having worked over the last 7 days, having positive income (N=176).**

33. At the apprentice level, PEJA benefited 23,300 apprentices across 12 trades, which equates to an average of 3.1 apprentices per enrolled master craftsperson. Specifically, 18,500 apprentices participated in entrepreneurial skills training, 16,500 in socioemotional skills training[7], and 12,000 in functional literacy training, which only targeted illiterate apprentices. Discussions with beneficiaries during the ICR mission, as well as throughout the project, revealed that master craftspersons were supportive of their apprentices attending the training sessions, with the notable exception of the busy periods around holidays. As a result, participation in training was high among apprentices. Implementing agencies occasionally used substitute apprentices from the same workshops to replace dropouts/those who had left before the training began. Satisfaction with the training was high among apprentices, with 92 percent of beneficiaries reporting that they found the entrepreneurial skills training content useful, according to impact evaluation data (collected between September 2023 and March 2024).

34. Additionally, 10,020 apprentices received cash transfers to help them start their own businesses or increase labor mobility. The transfers were sent directly to apprentices' phones upon completion of the entrepreneurial skills training, which required close monitoring from the project team. In some cases, apprentices' phone numbers had changed, necessitating follow-up with beneficiaries to update the database. Overall, considering all interventions, 90 percent of apprentices reported being satisfied with their experience in PEJA, according to the impact evaluation data.

35. At the craftspersons level, a total of 7,451 masters participated in at least one training, indicating high participation among selected beneficiaries. Impact evaluation data confirms this, with 97.5 percent of the first wave of craftspersons attending at least one training session. Of these, 7,451 took part in entrepreneurial skills and socioemotional skills training, the most widely attended, as attendance was a condition for receiving the capital grant. About 6,900 participated in pedagogical skills training, and 5,057 in technical skills training.[8] Satisfaction levels among masters were high, with 98 percent to 99 percent reporting satisfaction across all three training types, according to impact evaluation data. Anecdotal evidence gathered during the ICR mission suggests that both the pedagogical and technical training sessions were particularly appreciated. The project's theory of change assumes that master craftspersons (*Maitre Artisans)* would transmit their newly acquired knowledge to apprentices, and data from the impact evaluation shows that most master craftspersons reported discussing the content of the training with their apprentices and thus confirming the impact.

36. Approximately 6,500 workshops received capital grants to modernize their equipment. The condition for receiving the equipment was participation in entrepreneurial skills training, during which – inter alia - master craftspersons were supported in identifying and expressing their equipment needs. This activity experienced some delays due to institutional agreements on delivery protocols and procurement delays but eventually reached its target in terms of delivery, with a high satisfaction rate (91 percent) of beneficiaries that received equipment for their workshops.

Justification of Overall Efficacy Rating

37. Overall efficacy of the project is rated as Substantial for the first two project phases and High for the third phase (see table below). In the Senegalese context where skills deficit and a lack of skills recognition are a major impediment to youth employment, the project largely achieved its development objectives as measured by the project indicators and the

[7] To streamline implementation, the entrepreneurial skills training and socioemotional skills training were merged into a single five-day session. The variation in the number of beneficiaries attending each training stems from the impact evaluation design, which included an "alternative package" where socioemotional skills training for apprentices and craftspersons was excluded.

[8] Technical training couldn't be provided to all enrolled craftspersons because of procurement delays.

supporting evidence presented above. The project made important foundational and transformational contributions across its results areas. In particular, the development, implementation, and institutionalization of the scalable certification of competencies acquired through informal training (VAE) can be rated as highly effective. In addition, it improved the employability of selected apprentices as measured by indicators and the rigorous impact evaluation. While the project's targets were revised in line with the partial cancellation of funds and to enhance realism and attribution to some delays encountered during the first two years of implementation, they remained highly ambitious and impactful, as illustrated by the institutionalization of certification process and the target on the number of beneficiary workshops (defined as workshops benefiting from at least one intervention) which was met.

Table 6: Efficacy Ratings

PDO	PDO 1	PDO 2	Overall Efficacy Rating
Rating Phase I	Substantial	Substantial	Substantial
Rating Phase II	Substantial	Substantial	Substantial
Rating Phase III	High	High	High

C. EFFICIENCY

Assessment of Efficiency and Rating: Modest

38. Cost-benefit analysis (rating - high). A cost-benefit analysis was not conducted at appraisal or during the restructuring as the benefits of a strengthened apprenticeship system are not easily quantifiable. The training unit costs per trainee were on average US$205 for master craftspersons and US$141 for apprentices, per training, in line with or below most unit costs in similar settings when compared internationally to interventions providing socio-emotional-, professional-, and literacy skills training.[9] In addition, estimating the efficiency of PEJA requires considering its impact on apprentices who did not directly benefit during the project's implementation. From its initial stages, despite focusing on a specific cohort of beneficiaries, PEJA was designed to enhance learning conditions in workshops for current and future apprentices. By providing informal apprentices' and craftspersons' access to certification and online learning resources through the E-Jang platform, the project aimed to deliver lasting benefits beyond its lifespan. By targeting some of the most popular trades—tailoring, mechanics, woodworking, and welding, which together accounted for 56 percent of the handicraft sector workforce according to the Harmonized Surveys on Households Living Conditions—*Enquêtes Harmonisées sur les Conditions de Vie des Ménages 2018*—PEJA ensured its reach extends to a significant portion of apprentices in these industries.

39. Despite the low management costs, the operational efficiency of the project's implementation is rated as Modest as it showed some weaknesses that eventually resulted in a partial cancellation of funds of US$19 million. Weaknesses in efficiency, which are detailed in the section dedicated to key factors during implementation, include poor coordination between government agencies, low engagement from civil servants impacting the efficiency of the hybrid PIU of PEJA, frequent turnover of or in relevant positions at the MFPAI, and delays in recruiting PIU specialists, including the project coordinator. The delayed hiring of the PIU coordinator, which took more than 11 months after effectiveness led to significant delays in implementation that could not be recovered. Despite regular technical assistance from the Bank team, capacity in procurement, FM, and M&E remained relatively low – leading to delays in implementation. Because of these

[9] Per capita cost of each intervention, based on administrative numbers and computed by the Bank team is as follows. For masters, the per capita cost of pedagogical training is estimated at US$181, US$177 for the entrepreneurial and socio-emotional skills training, and US$256 for the technical skills training (each training consisted of five days of training). For apprentices, the per-capita cost of the literacy training and the entrepreneurial/socio-emotional skills training was estimated at US$112 and US$170 respectively.

inefficiencies, the scope of the activities was reduced in the fourth restructuring, decreasing the number of craftspersons receiving equipment by 2,000, the number of beneficiaries participating in the certification process by 10,000, and the number of cash-transfer recipients by 12,000. Nevertheless, it is worth noting that despite the large cancellation of fund, PEJA successfully institutionalized certification processes for craftspersons and apprentices, which will have a critical impact on the sector beyond the project's lifespan, and provided assistance to almost 8,000 workshops, the initial target.

40. The management costs for the project were less than those in similar projects. Project administrative cost allocations were US$3.8 million at appraisal for a total US$53m project cost and reduced to US$2.4 after the partial cancellation of funds. With seven percent of management costs at appraisal and eight percent at closing, the project remained well below the average of around 17 percent for administrative costs for similar projects implemented in West Africa. The cost of the selection of beneficiaries is estimated at US$52 per workshop (or US$13 per beneficiary). Considering the established quality of the targeting, the cost of the selection was measured as highly efficient (also in comparison to similar projects in the Region).

41. Three main types of economic return were generated by the project through its various initiatives; (i) enhanced institutions through the strengthened apprenticeship system (development, implementation, and institutionalization of the certification process in the informal sector), providing an opportunity for informal workers to signal their skills on the labor market and improving labor mobility; (ii) enhanced human capital through improved skills, higher entry to wage work, and higher earnings for women; and (iii) increased productivity of workshops through the provision of modern equipment. The overall costs for this transformational activity were low given its sustainable impact.

42. Results from the impact evaluation provide evidence of the improved employability of apprentices through (i) longer learning and greater acquisition of technical skills; (ii) acquisition of complementary skills (literacy and entrepreneurial skills); (iii) higher entry to wage work after completion, and (iv) higher earnings for young women.[10] Young men who undertook their apprenticeships in a PEJA beneficiary workshops were more likely to still be apprentices three years after the baseline survey (73 percent among 20-to-25 years old beneficiaries as compared to 67 percent among non-PEJA apprentices). On leaving their apprenticeships, 30 percent of young PEJA participants entered a wage-paying job – as opposed to self-employment – as compared to 26 percent of non-PEJA apprentices. The interventions for the master craftspersons – technical skills training and pedagogical skills training – improved the skills transmission to apprentices, as demonstrated by a higher stock of technical skills measured among PEJA beneficiaries. Both masters and apprentices had more entrepreneurial skills after program participation as compared to non-PEJA participants. Among apprentices, the effect was larger for women. Young women in PEJA workshops earn more than those in non-PEJA workshops. Women's higher earnings was particularly large among older female PEJA apprentices. PEJA-supported workshops reported higher sales and profits than control workshops, as well as a greater number of workers.

43. The targeting of beneficiaries was efficient, facilitated by a thorough selection process, the use of tablets to collect data, and effective communication at the local level. This success was due to the mobilization of Professional Associations of Craftspersons (*Organisations Professionelles d'Artisans*, OPAs) at the local level. The requirement to compile a list of eligible workshops for the impact evaluation—as a prerequisite for establishing a credible control group—provided an opportunity for MEFPAI to adopt better practices in selecting beneficiaries for public interventions in the informal sector. This process involved engaging the entire sector through local-level communication facilitated by local institutions and collecting information prior to selection. Baseline data revealed that 18 percent of eligible workshops were initially not registered with the CTs, indicating that the selection process successfully reached informal workshops beyond the usual

[10] The main results of the impact evaluation are presented in annex five.

CTs network. Later, efficiency improved during the second and third waves as PEJA gained greater local recognition and MFPAI staff's capacity enhanced.

44. Relying on local institutions, such as CTs and artisan organizations, significantly improved the efficiency of project implementation at the local level. These institutions were instrumental in reaching artisans during the selection process and mobilizing beneficiaries for training sessions. Although not all craftspersons are members of CTs or OPAs, these organizations play a key role in disseminating information within the sector.

D. JUSTIFICATION OF OVERALL OUTCOME RATING

45. The 2023 and 2024 restructurings helped to adjust the project and accelerate implementation. The project was transformational in establishing, implementing, and institutionalizing a certification system for informal workers and improved the employability of selected apprentices and craftspersons. At the project closing, PEJA met or exceeded its outcomes although the first three years of implementation were hindered by delays in recruiting key project management staff within the PIU and the Ministries, delays in procurement and implementation, and the COVID-19 pandemic. A split rating has been applied per World Bank guidelines[11] (see Table 7).

46. Overall outcome rating is *Moderately Satisfactory.* This rating stems from the applied split rating. The relevance rating is High. The efficacy rating is Substantial for PDO1 and PDO2 in Phases I and II, and High in Phase III. The efficiency rating is Modest. In all three Phases, the outcome rating is Moderately Satisfactory.

Table 7: Split Ratings

PROJECT SPLIT RATINGS				
Restructurings Dates	**Phase 1** **April 2019 - June 2023**	**Phase 2** **June 2023 – May 2024**	**Phase 3** **May 2024 – June 2024**	**Total/ Overall**
Relevance	High			
Efficacy Ratings *PDO 1* *PDO 2*	 Substantial Substantial	 Substantial Substantial	 High High	
Efficiency	Modest			
Overall rating	MS	MS	MS	
Overall Outcome	Moderately Satisfactory			
Ratings Values	4	4	4	
Weigh Values	2.1	1.24	0.66	4
Disbursement (U$ million)	15.83	9.3	4.97	30.1
Percentage disbursed (%)	52.6	30.9	16.5	100

[11] Implementation Completion and Results Report (ICR) for Investment Project Financing (IPF) Operations, Appendix I. March 2, 2020, World Bank.

E. OTHER OUTCOMES AND IMPACTS

Gender

47. The profile and employment pathways of young women in apprenticeships differ significantly from those of young men, and the project aimed to address these differences. First, trades in the informal sector are generally gender-segregated, with tailoring being a notable exception. To increase the inclusion of women in the project, the selection of trades was done to favor trades that are female-dominated or mixed, such as tailoring, hairdressing, horticulture, and food processing. Second, a gender unit at the MFPAI organized sensitization workshops in all 14 regions to boost participation of women in the project. Last, during the third enrollment phase, the project focused exclusively on workshops led by female craftspersons, aiming to boost the representation of female beneficiaries. As a result, women constituted 42 percent of PEJA apprentices, well above the 18 percent of female apprentices in the handicraft sector reported in the Harmonized Surveys on Households Living Conditions 2018. Similarly, women represent 39 percent of the apprentices who participated in the certification process, and 37 percent of those who successfully obtained their diploma. In addition, recognizing that women often face greater challenges transitioning to employment (partly due to social norms limiting their opportunities), the project provided female apprentices with 50 percent higher cash transfers than their male counterparts.

48. The project impacted men and women differently, reflecting their specific profile and constraints. Regarding their profile, data from the impact evaluation shows that women in apprenticeships had achieved two more years of education than men before enrolling in apprenticeships. Nevertheless, women are also less likely to report positive income from their apprenticeships and earn 48 percent less on average than men in the tailoring sector.[12] In this context, PEJA had several positive impacts on women. First, while we observe a negative impact of PEJA on earnings for men, young women in the treatment group have higher earnings than in the control group on average. Treated women are 3.5 percentage points more likely to report positive income and 5.4 percentage points more likely to have positive income from a second activity. Last, PEJA had an indirect negative effect on childbearing, with women in the treatment group 4.7 percentage points less likely to have given birth between the two survey periods (18.7 percent in treated workshops compared to 23.4 percent in control workshops).

Institutional Strengthening

49. Institutionalizing the certification of apprentices and craftspersons in the informal sector is the main and most transformational contribution of PEJA to the strengthening of Senegalese institution, as it ensures a long-lasting effect of PEJA on future apprentices beyond the life of the project. The government confirmed its commitment to provide the necessary workforce and financing needed to further roll out the certification process for informal sector workers. A budget line for the certification of apprentices and master craftspersons has been inscribed in the national budget for 2025.

50. The project also strengthened the capacity of MFPAI to manage a large-scale project, especially with a selection process that promoted transparency and objectivity. Specifically, the selection methodology was designed to identify

[12] This statistic of the gender gap in earnings is computed on earnings among apprentices in the tailoring sector, the only trade in project that is practiced by both men and women.

and manage a large number of beneficiaries, given the high and growing demand to enroll and participate in PEJA. Prior to the PEJA implementation, the Directorate of Apprenticeship had managed small-scale projects limited in scope and in restricted areas (200 workshops with the Luxembourg Development Agency's SEN028, 300 in the *Projet d'Appui au Développement et à l'Intégration de l'Apprentissage*). The selection relied on an initial call of expression of interest at the local level, the creation of selection criteria, and the constitution of a list of eligible workshops based on the analysis of collected data and workshops visits (*visite de conformité*). This was made possible by the involvement of CTs, OPAs and the local antenna of the Ministry of Education (*Inspections d'Académie*), and the use of tablets (funded by the project) to collect the relevant data.

51. Additionally, throughout the project's life, civil servants received technical assistance, training and took part in field visits, which enhanced their capacity to implement ambitious policies in the informal sector. Specifically, the Bank team provided training session on procurement (contract management, fiduciary procedures), STEPS, and the use of data entry software (Kobo) when needed. Additionally, 27 civil servants benefitted from a two semester « public policy and management for vocational training » capacity building program implemented by the Korean Development Institute; and ten civil servants benefitted from a one semester coaching on the development and management of an e-learning platform. Lastly, an exchange of experience with Benin for the directors of the main departments of the MFPAI was carried out in May 2019, with the goal to learn from the experience of Benin in terms of certification of apprentices.

52. PEJA also enhanced the institutional capacity of the government at the local level. Fourteen CTs and 187 trade associations across 12 sectors benefited from capacity-building efforts (including the distribution of tablets, training, and tools to print members' cards). Furthermore, as stated above, the involvement of CTs and OPAs in selecting beneficiaries and other project activities helped extend their reach within the informal sector. Anecdotal evidence gathered during the ICR mission indicates that PEJA increased the attractivity of CTs to craftspersons.

Mobilizing Private Sector Financing

53. Although the PEJA did not directly mobilize private sector financing, its institutional arrangement and funding agreement included the Fund for Professional and Technical Training (3FPT), a semi-autonomous agency (under the MFPAI) that is funded through an employers' contribution ("Contribution forfaitaire à la charge des employeurs"). This created a new linkage between traditional apprenticeships and the formal private sector.

Poverty Reduction and Shared Prosperity

54. The project contributed to poverty reduction and shared prosperity by focusing on vulnerable youth who had not acquired basic skills in school, providing low-educated youth with access to certification, and offering cash transfers to young adults from disadvantaged backgrounds. Additionally, the impact evaluation indicates that women participating in the project achieved higher earnings by the end of the project. The lower earnings observed among young men in the project should be understood in light of PEJA's retention effect on apprentices; in other words, young men in beneficiary workshops are opting to gain additional skills in exchange for temporarily lower earnings compared to opportunities outside the workshop.

Other Unintended Outcomes and Impacts

55. For both artisans and apprentices, participation in the various training sessions was an opportunity to meet peers from the same trade and to connect with them. Anecdotal evidence gathered during the impact evaluation and ICR missions show that it was common for trainees to create WhatsApp groups at the end of the training to coordinate and have discussions about the trade and the sector. The impact evaluation measured that apprentices enrolled in PEJA are nine percentage points more likely to be part of a WhatsApp group with peers, showing a positive externality of PEJA regarding improved connection of master craftspersons and apprentices with their peers in the sector.

56. Furthermore, involving CTs and artisan associations in selecting beneficiaries and other project activities has expanded the influence of those local institutions within the informal sector and increased the formalization of workshops. Discussions with CTs leaders and artisans assessed that PEJA has made CTs more attractive. At endline, workshops allocated to PEJA were three percentage points more likely to be a member of the CT and apprentices in the treatment group were 14 percentage points more likely to have been to a CT (only 22 percent did in the control group). More importantly, this resulted in a 19.5 percentage point increase in the share of workshops registered at the national registry of enterprises and associations[13] (a measure of formalization) overall over the three years between surveys. This increase was 3.5 percentage points higher in the treatment groups. A higher rate of formalization is likely to facilitate the mobilization of artisans in future interventions in the handicraft sector.

57. PEJA has slightly impacted the youth's behavior and desire regarding migration. Among those who were interviewed for the impact evaluation, young males in beneficiary workshops were 3.3 percentage points more likely to live in the same locality as when they enrolled in the project (this is the case for 91 percent of apprentices overall). They are also slightly less likely to have considered migrating outside of the country (2.7 percentage points difference but not significant) or to have "taken the pirogues", which refers to illegal migration with a 2.9 percentage points significant difference. Using indirect information collected during the tracking of the endline survey, we estimated that 4.5 percent of the baseline sample of young men had migrated out of Senegal at the time of the survey. There is a one percentage points difference between young men in the control group (5.1 percent) and the treatment group (4.1 percent) that is almost statistically significant.

III. KEY FACTORS AFFECTED IMPLEMENTATION AND OUTCOME

A. KEY FACTORS DURING PREPARATION

58. During its initial development, the youth employment project that later evolved into PEJA was designed to promote the economic inclusion of vulnerable young people in urban areas. The original design consisted of three key components: improving youth employment information services, promoting social inclusion of youth, and strengthening the apprenticeship system. Each component was to be managed by a separate directorate under the supervision of the Prime Minister's Office. However, in response to the World Bank's Quality Enhancement Review process, the project was streamlined to focus exclusively on the apprenticeship component, and to anchor the project within one Ministry, the MFPAI.

[13] This reports the share of craftspersons reporting having a NINEA (*Numéro National d'Identification et d'un Repertoire National Des Entreprises et Associations*) number.

59. As this was the first time that Senegal was introducing a certification system for the informal sector in the country, careful attention to the following aspects had to be given during the preparatory phase: (i) the scope of validation and certification; (ii) the type of certification; (iii) the applied standards; and (iv) the role of several stakeholders involved in the process**.** Consultation with craftspersons and apprentices in the informal sector, as well as with local Professional Associations, CTs and artisan, and the different stakeholders involved at the national level were therefore held in preparation of the project.

60. Lessons from national and international experience were included in the program design. These included the 2014 Youth Employment in Sub-Saharan Africa Report and numerous country-specific assessments of youth employment in neighboring countries (structural peers) and an evaluation of youth employment programs in Senegal in 2017. The available evidence showed that strengthening the quality of recognition of informal apprenticeship would substantially improve skills development options for disadvantaged youth, especially from low-income families with low education. Furthermore, Meta-analysis of youth employment and training programs showed that a holistic approach addressing both demand and supply side constraints of the labor market is warranted and that training should include socio-emotional, literacy, and technical training components. Consequently, the project developed a strong targeting mechanism, laid out a clear roadmap for the certification process, designed an implementation structure that involves key stakeholders at the national and local level, and combines professional-, socio-emotional-, and literacy training.

61. The Results Framework was well-designed, following the logic of the project. Given that this project was a pioneering approach in Senegal, the indicators for certification had to rely on estimates. The M&E plan was comprehensive and used program data and embedded a rigorous impact evaluation. It also monitored and tracked the apprenticeship sector and used spot checks.

62. The overall risk analysis and rating were relevant and sound. At Appraisal, the overall project level risk was rated Substantial, as the project was (i) a new initiative, requiring coordination of multiple stakeholders at the national and local levels; (ii) due to its complexity, and (iii) due to ensuring strong commitment of civil servants and different government entities, which were at risk particularly after elections when staff turnover was expected. Political and governance risks were to be managed through a Steering Committee, as well as awareness campaigns on the local, regional, and national level. Delivery and monitoring risk were mitigated through extensive capacity building activities and technical assistance. Fiduciary risks were to be managed through robust controls and ongoing support and training.

B. KEY FACTORS DURING IMPLEMENTATION

a) Factors subject to the control of the government and/or implementing agencies

63. The hybrid structure of the Project Implementation Unit (PIU) led to inefficiencies and delays in PEJA's implementation. As a hybrid PIU, it relied heavily on the MEFPAI's internal capacity, particularly the availability of its civil servants. However, throughout the course of the project, the PIU faced low engagement from civil servants, poor coordination between them and project-contracted staff within the PIU, as well as a lack of clarity around roles and accountability for staff handling various tasks. Additionally, staff faced challenges in applying the project's operations manual and the administrative and fiduciary procedures manual. As a result, the Bank team had to provide regular technical assistance and capacity-building training throughout the entire life span of the project.

64. Inefficiencies and delays also arose from poor coordination between agencies and a lack of strong leadership from the MFPAI over implementing partners. Due to its complex design, activity sequencing, and reliance on co-financing for

certain components, PEJA required different government agencies to align their workplans and budgets. However, despite bi-monthly coordination meetings, coordination remained weak, leading to delays in key activities and a frequent need to seek alternative solutions. This issue was particularly acute with co-financed activities led by the Directorate of Alphabetization and National Languages (for literacy training) and 3FPT (for entrepreneurial and socio-emotional skills training), as these agencies struggled to secure necessary funding from their annual budgets on time.

65. Delays in recruiting PIU members at the start of the project, coupled with high staff turnover, limited the team's capacity to implement the project on schedule and maintain continuity in its activities. Notably, the project coordinator was hired nearly a year after the project's signature, declaring it "effective". Subsequent delays also affected the recruitment of other key staff members, including the database management specialist, communication specialist, and technical assistant to the coordinator. Frequent turnover in essential positions further impeded project implementation. For example, the procurement specialist was replaced twice, while the accountant and M&E specialists were each replaced once over the course of the project. Turnover also affected Ministers and civil servants, impacting the MFPAI ownership of PEJA and continuity of its vision for apprenticeships. Over the project's lifetime, the MFPAI saw four different line Ministers (with changes in April 2019, November 2020, and April 2024), with only the last change reflecting a change of regime in Senegal. Department heads were also frequently replaced, particularly in 2022, when the heads of Directorate of Apprenticeships, *Office Nationale de la Formation Professionelle* (ONFP), 3FPT, as well as the General Secretary, and Directorate of General Administration and Equipment (*Direction de l'Administration Générale et de l'Equipement*, DAGE), were all reassigned. After each leadership change, the Bank team engaged with new Ministers and department heads to facilitate a smooth transition of responsibilities.

66. Despite the Ministries' confirmed commitment to allocate budget and civil servants to ensure the implementation of the certification process in the informal sector, the project encountered delays in mobilizing these civil servants and receiving the needed commitment. These led to delays in the certification process but eventually a national budget line was inscribed and continued once the government realized the positive impact of the certification process for informal workers and craftspersons.

67. Another institutional shift affected coordination between directorates. In November 2020, the Directorate of Crafts, initially part of the MFPAI and responsible for overseeing CTs, was reassigned to a different ministry. According to anecdotal evidence from the ICR mission, communication and collaboration with CTs diminished following this change.

b) Factors subject to World Bank control

68. From the beginning, accommodations were made to favor the implementation of a rigorous impact evaluation of the project. First, during the first wave of beneficiaries' enrollment into PEJA, after the creation of a list of eligible participants, the selection was delayed by two months to allow for the implementation of the baseline survey. In following waves, the impact evaluation kept on influencing the selection of beneficiaries as the list of eligible artisans and apprentices had to be systematically checked by the impact evaluation team to ensure that the control group was not contaminated. Last, the creation of a group of beneficiaries receiving an alternative package, consisting of all the interventions of the full package but the socio-emotional skills training for both artisans and apprentices, required extra communication and coordination between implementing agencies. The MFPAI was supportive of the impact evaluation and collaborated with the impact evaluation team.

c) Factors outside the control of government and/or implementing agencies

69. The surge of Covid-19 had two major impacts on the project. First, the mitigation measures and travel restrictions put in place in the first half of 2020 coincided with the visit of potential beneficiaries during the selection process (conformity visits). This phase, which relied heavily on field visits of workshops and face to face interviews with potential beneficiaries, was significantly slowed down by the confinement and travel restrictions, delaying the selection process by almost six months. Last, as described in the section dedicated to significant changes during implementation, PEJA was restructured in July 2020 to include an activity to support workshops facing low demand and disruption of the supply chain.

70. By mid-February 2024, three providers announced delays of at least 45 days in delivering equipment ordered by master craftpersons in December 2023, due to changes in shipping routes caused by the conflict in the Red Sea region. This delay affected approximately 1,800 masters. By early March 2023, it became clear that delivery and payment would not be feasible before the project's initial closing date (then set for March 31). As a result, the project partially canceled orders for the equipment that could not be delivered on time.

IV. BANK PERFORMANCE, COMPLIANCE ISSUES, AND RISK TO DEVELOPMENT OUTCOME

A. QUALITY OF MONITORING AND EVALUATION (M&E)

M&E Design

71. The project's numerous activities and complex design necessitated extensive monitoring and collaboration among implementing agencies. For example, cash transfers to apprentices were conditioned to their participation in the entrepreneurial skills training; equipment delivery was similarly linked to attendance of the entrepreneurial skills training. Additionally, certification and the development of content for the E-Jang platform required the curricula to be created as a first step.

72. Recognizing the MFPAI's limited capacity to collect and analyze data and produce periodic monitoring reports at the time of appraisal, the project's first component included activities aiming at strengthening the ministry's M&E system. This included the development and institutionalization of a management information system (MIS), the establishment of a grievance redress mechanism, the recruitment of an M&E specialist within the PIU, and training provided to key staff.

M&E Implementation

73. The embedded rigorous impact evaluation of PEJA was successfully conducted despite several adjustments during the project. It was designed and implemented by a team of researchers from the World Bank, Université de Rouen (France), and Université Gaston Berger (Senegal). Following discussions with the PIU and MFPAI, the evaluation was based on three core principles: (1) conducting a baseline survey prior to PEJA enrollment and two follow-up surveys before project closure, (2) creating a control group of eligible master craftspersons and apprentices, and (3) randomly assigning eligible workshops to participate in PEJA. Additionally, an alternative package, excluding socio-emotional skills training, was introduced to measure the specific impact of those trainings. Beyond their use in measuring the impact of the

program, data collected offered valuable insights into a sector that was not well understood at appraisal. In particular, it provided a detailed profile of apprentices, master craftspersons and the structure of workshops.

74. A MIS was developed and was fully operational by the end of the project. From selection of eligible apprentices and craftspersons to the monitoring of beneficiaries and activities, data was collected electronically at the individual level - locally and aggregated centrally, with every beneficiary assigned a unique identification number (linking apprentices to their masters). This system relied on the use of tablets (distributed as needed), training key staff in data entry and management software (Kobo Toolbox platform) and recruiting an M&E specialist to the PIU. Data collection forms were designed by the PIU with support from the Bank team. Despite challenges in coordination between implementing firms, local institutions and central-level management, the MIS proved essential for project management, including tracking key PDO and intermediate indicators, and it can be utilized by the MFPAI beyond the project's life. Manuals were updated regularly, for instance regarding the payment and delivery processes of equipment. Field data collection included phone surveys and fiduciary as well as safeguard reviews.

75. Special attention was given to monitoring the use of the E-Jang platform. The platform includes a module designed to track and collect user data. Since access is granted through individual logins linked to each user's PEJA ID, the platform will collect detailed usage data, such as the number of videos watched and the time spent on the platform, for every apprentice and craftsperson. This will allow for a better understanding of how the platform is used and its impact on the youth in terms of learning and labor market outcomes.

76. A Grievance Redress Mechanism (GRM) was also developed and remained functional throughout the project. The primary channel was a toll-free number managed by a call center, with grievance classification managed by the project team. Operational since 2023, the call center received 3,204 calls by the end of the project, treating 2,858 (89 percent) and resolving 2429 (76 percent). Importantly, the GRM was integrated into the MIS. Additionally, local institutions (CTs and OPAs) received grievances from beneficiaries, reinforcing their role as intermediaries. Through this channel, a total of 6,229 grievances were addressed and recorded centrally, of which 6,022 were treated (97 percent) and 5119 resolved (82 percent).

77. As discussed in the section on significant changes during implementation, several PDO indicators were revised after the mid-term review. Notably, indicators related to employment outcomes after training completion could not be measured within the project's timeframe, a limitation later confirmed by the findings of the impact evaluation. Additionally, the target for certification indicators was adjusted to emphasize participation in the certification process rather than the obtention of a diploma. The remaining indicators were well-defined and included clear, measurable targets.

M&E Utilization

78. The findings from the rigorous impact evaluation have enhanced the ICR by documenting how PEJA influenced the transmission of skills from master craftspersons to apprentices and supported apprentices' transition to employment. Since most beneficiary apprentices have not yet completed their training, the impact of PEJA on employment outcomes can only be fully observed a few years after the project's closure. Beyond the impact evaluation, the extensive dataset offers opportunities to deepen understanding of how small firms operate in the informal sector and on the dynamics of traditional apprenticeships. Indeed, the data provided valuable insights into the profiles of masters and apprentices and the structure of small businesses in the informal sector.

Justification of Overall Rating of Quality of M&E

79. The quality of M&E is rated Substantial, reflecting the development of a functional MIS, the use of a GRM, and inclusion of an embedded rigorous impact evaluation.

B. ENVIRONMENTAL, SOCIAL, AND FIDUCIARY COMPLIANCE

Overall Safeguards

80. The project classified under Category C. Hence, no safeguards policies were triggered. The project complied with all applicable safeguard policies. Environmental issues were not expected as no school construction nor civil works were envisaged, and no land acquisition was required. There is no record of waiver of the Bank environmental and social policies and procedures.

81. The project focused on providing the most vulnerable youths with a panoply of services to improve their skills and promote their economic development. Particular attention was placed on the process of selection of participants and beneficiaries to ensure equity and to promote the participation of young women in activities. An important communication campaign was launched to help promote a strong positive image of informal apprenticeship, with a view to help societal valorization of skills acquired informally. The Bank encouraged the project to use national media to promote the progress of the project in recent months and particularly to highlight the certification of apprentices and VAE. The certification of skills contributed to the re-valorization of informal skills acquisition, which benefited the poor and vulnerable disproportionately. To promote inclusion, the project provided a mechanism for beneficiaries and non-beneficiaries to provide feedback on project activities and ensured the implementing agencies identified and resolved issues in a timely manner. A GRM was set up and was designed to elicit feedback from youths, craftspersons and training providers. OPAs and training providers were established and advertised in local languages in the project area to allow all beneficiaries to voice their remarks.

Fiduciary Compliance

82. The project maintained adequate financial management (FM) and procurement arrangements that were acceptable to the World Bank.

83. The DAGE of the MFPAI had the overall fiduciary responsibility including the financial reporting with a dedicated FM team. An assessment of the DAGE FM capacity was carried out in September 2018 to review its capacity to record, control and manage all the project's resources and produce timely, understandable, relevant and reliable reports. This assessment was conducted in accordance with the FM Practices Manual issued by the FM Board on March 1, 2010, and retrofitted on February 4, 2015. The project did not record any waiver from the Bank's FM policies and procedures. The project reinforced and used the same fiduciary arrangements that were already in place at the DAGE. The performance of the FM was rated moderately unsatisfactory due to (i) delays in justification of a stock remaining after the distribution of health kits as part of the fight against Covid-19 amounting to 190 million FCFA, which represented a risk of ineligible expenses, which were resolved in 2024; (ii) failure to respect the terms of the agreement between the project and the 3FPT on the training of apprentices. Disbursements were supposed to be made in instalments according to the training schedule, but in fact the first disbursement was made for 500 million FCFA, i.e., 83 percent of the amount of the agreement. This situation created a risk: (a) of cash flow tension in the designated account, since this amount could not be included in the requests for reimbursement of funds, and (b) that this advance will not be justified before the end of

the project. Additional Recommendations included the: (a) claim for reimbursement of the double transfers caused by Orange in the amount of 750,000 FCFA and (b) reimbursement of the double payment in the amount of 250,000 FCFA to a supplier. All the above items were resolved prior to project closing and/or during the grace period leaving the project without any ineligible expenses.

Procurement

84. Procurement under this project was carried out in accordance with the World Bank's "Procurement Regulations for IPF Borrowers" (Procurement Regulations) dated July 2016 and revised in November 2017 under the "New Procurement Framework, and the "Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants", dated July 1, 2016. The project did not record any waiver from the Bank's procurement policies and procedures. The project procurement rates as Moderately Satisfactory. Significant delays were observed during the procurement process and contract management, which had a negative impact on delivery times by the closing date of the project. The recommendation made was not observed during the procurement process with one complaint and the contracts management level. For the assessment conducted on June 11, 2024, regular procurement plan updates have been observed with the last updated dated on 11 June 2024. Of the 114 procurement activities recorded, 50 were cancelled and 64 were approved by the Bank. Various procurement notices (47) were published. The contracts implementation showed, out of 64 procurement activities, 41 contracts were awarded, seven contracts were signed, 34 contracts have been fully completed.

C. BANK PERFORMANCE

Quality at Entry

85. The project design was strategically relevant and ensured analytical justification alongside strategic alignment with the Government's priorities. It focused on a widespread skills transmission mechanism (traditional apprenticeships) and a vital economic sector (the handicraft sector) that had been largely overlooked by public interventions in Senegal. By addressing these gaps, PEJA activities were aligned with the national development strategy (*Plan Sénégal Emergent*), particularly its emphasis of employability and skills development programs for the poor and vulnerable. The project was also in line with the National Employment Strategy (2015-1019), highlighting the importance of aligning skills with labor market demands, improving labor market organization, and enhancing coordination within the sector. Furthermore, the project was a complement to other World Bank programs that focused on formal technical and vocational training system (Skills for Jobs and Competitiveness Project, P145585) and basic education (Quality and Equity of Basic Education Project, P133333 and P163575).

86. The project design was ambitious with a theory of change geared towards achieving the development objective. Despite its achievement, a few shortcomings in the initial project design were identified. First, the package of activities for apprentices was uniform, regardless of their age or stage in training (while targeting apprentices aged 15 to 25). However, apprentices at different stages of their training have distinct needs and face unique challenges. For example, complementary training is likely more impactful when provided early in the apprenticeship, while certification and cash transfers may be more beneficial for those nearing completion. Second, traditional apprenticeships in Senegal are lengthy, and the initial design was overly optimistic about the ability to observe labor market outcomes for most beneficiaries by the project's end. The impact evaluation revealed that only 30 percent of apprentices from the project's first wave had completed their training by the time the project concluded. Last, the hybrid PIU saw inefficiencies in processes and implementation due to its complex set up.

87. Embedding a rigorous impact evaluation within the PEJA from the start, supported with a dedicated budget, proved to be a valuable asset to the project and a pedagogical tool for decision-makers. In a ministry accustomed to ex-post evaluations of its policies, the PEJA impact evaluation highlighted the benefits of designing an evaluation protocol prior to beneficiary selection, defining a pool of eligible workshops, and of selecting beneficiaries randomly. Additionally, it created a sense of ownership over the evaluation results, as the design of the impact evaluation was thoroughly discussed and approved by the MFPAI. Finally, the results of the evaluation lead to better informed policies and inform future skills and labor market projects.

Quality of Supervision

88. The quality of supervision was Satisfactory. The Bank's supervision was characterized by proactive identification and resolution of challenges to development outcomes, especially after the Mid-Term Review. Regular supervision missions and follow-up ensured consistent oversight and technical assistance. Two dedicated staff members based in the Dakar country office provided regular supervision and support to the PEJA team, ensuring a continuous dialogue. This approach enabled initiative-taking problem identification and swift resolution of challenges. Additionally, two consultants traveled regularly to Dakar to provide technical assistance on the (i) beneficiary selection, (ii) development of the MIS and GRM, and (iii) activities related to the impact evaluation. Finally, staff from the World Bank fiduciary teams provided hands-on training and guidance. ISRs provided candid, detailed, and high-quality project reporting, including detailed assessments of implementation progress, challenges, and recommendations for addressing identified issues. Through ISRs, all project indicators were effectively monitored over the life of the project, ensuring up-to-date information that informed supervision and proactive action.

89. Bank supervision was especially effective in pre-and-post-restructuring periods. It identified challenges in implementation, performed an institutional analysis of the hybrid PIU, and elevated concerns with counterparts and within the Bank, flagging the project as being in "actual problem" status. The team pro-actively performed three restructurings after the Mid-Term Review, including a partial cancellation of funds, which the Bank team had identified early, based on projections. With these restructurings - that were based on effective and constant communication with all key stakeholders through weekly coordination meetings with the PIU and bi-monthly meetings with all stakeholders involved - the project was able to improve its performance from MU to MS. The Bank's focus on development impact was evidenced through its problem-solving approach demonstrated across the restructurings processes, and in its close handholding and timebound follow-up of post-restructuring implementation. This supervision extended to the post-closure disbursement grace period during which the TTL and the entire team worked closely with the PIU to ensure the delivery and quality of final outputs and discuss with the government the continuation of key outputs such as the E-Jang platform and the certification process.

90. Despite a change in Task Team Leader, the PEJA benefited from continuity in the task team, as core team members remained unchanged from the preparation phase to project completion**.** This stability ensured a cohesive dialogue with the government and consistent support throughout the project's lifecycle.

Justification of Overall Rating of Bank Performance

91. The overall rating of Bank performance is Satisfactory. The few shortcomings in the project design can be attributed to the limited knowledge of the specificities of the apprenticeship sector in Senegal at the time of the preparation. However, the inclusion of a rigorous impact evaluation significantly enhanced knowledge and understanding of the sector. Throughout the project's implementation, the World Bank team provided consistent and initiative-taking supervision, ensuring effective oversight and adaptability.

D. RISK TO DEVELOPMENT OUTCOME

92. The risk to development outcomes is assessed as Moderate. The PEJA had a transformative impact on Senegal's traditional apprenticeship system by introducing a certification process for informal apprentices and craftspersons and creating a digital e-learning platform (E-Jang). However, sustaining these structural changes after the project's conclusion depends on the government's continued commitment and capacity to maintain and expand these services. Specifically, for the certification process, it is essential to allocate an annual budget line in the national budget for the VAE and apprentice certification in the informal sector to ensure its scale up and ensure its credibility and relevance beyond the project's lifespan.

93. Regarding the digital E-Jang platform, the primary risk lies in inertia. The platform is fully operational, with content already developed, making the provision of these digital online resources an opportunity for a large-scale (national) e-learning tool. The main challenges are: (i) ensuring that the platform stays operational; and (ii) the expansion of access to apprentices beyond the initial pool of beneficiaries. To mitigate the risk of inertia, discussions continue beyond the project's closing date with key stakeholders, including high-level staff of the MFPAI to establish a clear institutional anchoring and governance structure for the platform, therefore ensuring the continuity in its service.

I. LESSONS AND RECOMMENDATIONS

94. Lesson 1. The project revealed a strong demand for certification within the informal sector. Both apprentices and artisans place significant value on getting their skills recognized by a diploma within the official certification framework. PEJA's approach focused on facilitating access to an existing and well-regarded certificate (CAP) for apprentices and master craftspersons, rather than creating a new, ad-hoc certification that would require time to gain recognition and acceptance within the sector and on the labor market in general. Looking forward, a national scale up of this transformational initiative is an opportunity for the government of Senegal to improve labor market outcomes, to address social cohesion and inclusion, youth employability and job creation as well as to boost the role of private sector. The project presents several readily achievable opportunities for the government: (i) implementing a nationwide roll-out of competency certification acquired through informal training; and (ii) institutionalizing the training modules developed under the project, including the national public launch of the digital learning platform for technical training, adapted for local languages and low literacy levels. Furthermore, the experience in Senegal on developing, implementing, and institutionalizing a certification process in the informal sector can serve as a blueprint for other countries in the Region.

95. Lesson 2. When engaging with the informal sector, relying on local institutions to identify and mobilize potential beneficiaries is essential and can lead to the formalization of small firms. The implementation of the PEJA provided the MFPAI with an opportunity to mobilize the informal sector at the local level through CTs and organizations of artisans. Strengthening the role and responsibilities of local institutions not only makes them more relevant and active but also increases their appeal. Tightening connections between local institutions and small business owners can also promote formalization of small informal workshops and their workers (as shown by the impact evaluation of this project).

96. Lesson 3. Improving learning conditions by targeting master craftspersons has indirect effects on their current apprentices and is expected to impact future generations of apprentices beyond the project's life span. Central to the project's design was that improving the learning conditions in the workshop – through technical, pedagogical, a socio-emotional skills training of masters, and equipment delivery – would enhance skills acquisition for the flow of apprentices passing through these workshops. Findings from the impact evaluation demonstrate that the project has improved the transmission of skills to apprentices, generating hopes for a lasting impact on future generations.

97. Lesson 4. Traditional apprenticeship is a long process, and apprentices' needs vary greatly depending on their age and stage of training. While the PEJA package was tailored to a certain degree on gender and literacy skills, it remained the same regardless of an apprentice's age or whether they were at the start or nearing the completion of their training. Interventions designed to support a successful transition to employment, such as cash transfers or access to certification, are better suited for apprentices nearing the completion of their training. In contrast, complementary trainings aiming at improving transmission of technical skills are likely to have a greater impact when implemented at the early stages of apprenticeship. Future interventions in the sector will benefit from the dynamic profile of apprentices as drawn by the impact evaluation analysis.

98. Lesson 5. The findings from the rigorous impact evaluation enhanced knowledge of the impact of youth employment projects such as the PEJA. Beyond the impact evaluation, the extensive dataset offers opportunities to deepen understanding of how small firms operate in the informal sector and the dynamics of traditional apprenticeships, providing valuable insights into the profiles of masters and apprentices and the structure of small businesses in the informal sector. Rigorous impact evaluation should therefore be embedded in project design from the start to improve our understanding of what works and what does not to improve youths' transition into more and better jobs.

ANNEX 1. RESULTS FRAMEWORK AND KEY OUTPUTS

A. RESULTS FRAMEWORK

PDO Indicators by Outcomes

Strengthen the system of informal apprenticeship								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
A national framework for certifying competencies acquired through informal training is operational (Yes/No)	No	Dec/2018			Yes	Dec/2023	Yes	Jun/2024
	Comments on achieving targets		Laws and decrees have been signed and operational guidelines exist.					
Integrated competency-based training programs produced or revised (cumulative) (Number)	0.00	Dec/2018			12.00	Dec/2023	12.00	Jun/2024
	Comments on achieving targets		Cumulative number of referentials and associated guides revised or created following the competency-based approach validated by ONFP and DECPC and available to training providers					
Youth having participated in the skills validation certification after informal apprenticeships (cumulative) (Number)	0.00	Dec/2018			5,000.00	Jun/2024	5,811.00	Jun/2024
	Comments on achieving targets		Women among youth having participated in the skills validation certification after informal apprenticeships (percentage, custom, breakdowns).					
women among youth having participated in the skills validation certification after informal apprenticeship (Percentage)	0.00	Dec/2018			35.00	Dec/2023	39.60	Jun/2024
	Comments on achieving targets		Cumulative number of final certifications delivered to women / total cumulative number of final certifications delivered					
Improved employability of selected apprentices								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year

Registered apprentices who took part in the complementary literacy training (Percentage)	0.00	Dec/2018			50.00	Dec/2023	55.00	Jun/2024
Registered apprentices who took part in complementary socio-emotional support training (Percentage)	0.00	Dec/2018			90.00	Dec/2023	90.00	Jun/2024
Registered apprentices who took part in complementary management training (Percentage)	0.00	Dec/2018			90.00	Dec/2023	93.00	Jun/2024

Intermediate Indicators by Components

Component 1: Strengthen the system of informal apprenticeship								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
A management information system is institutionalized and operational (Yes/No)	No	Dec/2018			Yes	Dec/2023	Yes	Jun/2024
	Comments on achieving targets		The MIS is functional; it has been tested and launched on the Ministry's of Labor's server.					
A grievance redress mechanism has been developped and is functional (Text)	no GRM system	Oct/2018			The GRM system is fully functional and uses the MIS to manage grievances	Dec/2023	The GRM system is fully functional and uses the MIS to manage grievances	Jun/2024
	Comments on achieving targets		See description of the targets					
Regional Committees of Apprenticeship (CRAs) that have benefitted from capacity building (cumulative) (Number)	0.00	Dec/2018			14.00	Dec/2023	14.00	Jun/2024
	Comments on achieving targets		Cumulative number of CRAs that have benefited from capacity building, in particular trainings at least once in years 1 or 2 and once in years 3 or 4					
Professional Associations of Craftspersons (OPAs) that have benefitted from capacity building (Number)	0.00	Dec/2018			154.00	Dec/2023	187.00	Jun/2024
	Comments on achieving targets		Cumulative number of OPAs that have benefited from capacity building, in particular trainings, at least once in years 1 or 2 and once in year 3 or 4. A gender specific learning module was included for the OPAs and with those the target was surpassed					

Craftspersons having participated in the VAE (Validation des Acquis d'Expérience) process (cumulative) (Number)	0.00	Dec/2018			5,000.00	Dec/2023	3,682.00	Jun/2024
	Comments on achieving targets		Cumulative number of master craftspersons and companions who can present legitimate professional certificates for a CAP or higher qualification 11 masters participated in the pilote					
Craftspersons having completed the VAE process (cumulative) (Number)	0.00	Dec/2018			600.00	Dec/2023	1,242.00	Jun/2024
Component 2: Improve the quality of apprentices' skills formation processes								
Indicator Name	Baseline		Closing Period (Original)		Closing Period (Current)		Actual Achieved at Completion	
	Result	Month/Year	Result	Month/Year	Result	Month/Year	Result	Month/Year
Beneficiaries of job-focused interventions (Number)	0.00	Dec/2018			19,000.00	Jun/2024	20,873.00	Jun/2024
Beneficiaries of job-focused interventions - Female (Number)	0.00				6,650.00		8,141.00	
Craftspersons trained (cumulative) (Number)	0.00	Dec/2018			8,000.00	Dec/2023	7,451.00	Jun/2024
	Comments on achieving targets		Cumulative number of master craftsperson or companions registered in the program who participated to the trainings and can present the corresponding certificates. All actual certificates have been reviewed during this mission to ensure accuracy.					
Craftspersons who benefitted from entrepreneurship training (cumulative) (Number)	0.00	Dec/2018			8,000.00	Dec/2023	7,451.00	Jun/2024
Craftspersons who benefitted from technical training (cumulative) (Number)	0.00	Dec/2018			8,000.00	Dec/2023	5,075.00	Jun/2024
Craftspersons who benefitted from pedagogical training (cumulative) (Number)	0.00	Dec/2018			3,500.00	Dec/2023	6,893.00	Jun/2024
Workshops which have received a grant to purchase equipment (cumulative) (Number)	0.00	Dec/2018			6,000.00	Dec/2023	6,499.00	Jun/2024

Beneficiaries satisfied with project interventions (Percentage)	0.00	Oct/2018			75.00	Dec/2023	95.00	Jun/2024
	Comments on achieving targets		Number of registered apprentices satisfied /total number of apprentices surveyed.					
Number of workshops receiving Covid-19 sanitary kit and operating capital (Number)	0.00	Jul/2020			7,000.00	Sep/2020	7,000.00	Nov/2023
	Comments on achieving targets		All 7000 workshops have received the sanitary kit; the cash transfer distribution has started on December 3 2020 and is ongoing					

B. KEY OUTPUTS

Strengthen the system of informal apprenticeship	
PDO Indicators	1. A national framework for certifying competencies acquired through informal training is operational 2. Integrated competency-based training programs produced or revised (cumulative) 3. Youth having participated in the skills validation certification after informal apprenticeships (cumulative)
Key Outputs (linked to the achievement of the PDO Outcome)	1. A management information system is institutionalized and operational (Yes/No, Custom) 2. A grievance redress mechanism has been developped and is functional (Text, Custom) 3. Regional Committees of Apprenticeship (CRAs) that have benefitted from capacity building (cumulative) (Number, Custom) 4. Professional Associations of Craftsperson (OPAs) that have benefitted from capacity building (Number, Custom) 5. Craftsperson having participated in the VAE (Validation des Acquis d'Expérience) process (cumulative) (Number, Custom)
Improved employability of selected apprentices	
PDO Indicators	1. Registered apprentices who took part in the complementary literacy training (percentage, custom) 2. Registered apprentices who took part in complementary socio-emotional support training (percentage, custom) 3. Registered apprentices who took part in complementary management training (percentage, custom)
Key Outputs (linked to the achievement of the PDO Outcome)	1. Beneficiaries of job-focused interventions (Number, Corporate) a. Beneficiaries of job-focused interventions – Females (number, corporate supplement) 2. Craftspersons trained (cumulative) (Number, Custom) b. Craftsperson who benefitted from entrepreneurship training (cumulative) (Number, Custom Breakdown) c. Craftsperson who benefitted from technical training (cumulative) (Number, Custom Breakdown) d. Craftsperson who benefitted from pedagogical training (cumulative) (Number, Custom Breakdown)

	3. Workshops which have received a grant to purchase equipment (cumulative) (Number, Custom) 4. Beneficiaries satisfied with project interventions (Percentage, Custom) 5. Number of workshops receiving Covid-19 sanitary kit and operating capital (Number, Custom)

Component 3: Project management

ANNEX 2. BANK LENDING AND IMPLEMENTATION SUPPORT/SUPERVISION

A. TASK TEAM MEMBERS

Name	Role
Friederike Uta Rother	Team Leader
Seynabou Sarr	Financial Management Specialist
Fatou Fall Samba	Financial Management Specialist
Haoussia Tchaoussala	Procurement Specialist
Djibril Diagne	Procurement Specialist
Laurent Mehdi Brito	Procurement Specialist
Mountaga Ndiaye	Procurement Specialist
Ahmed Fall	Environmental Specialist
Mamadou Moustapha Ndoye	Social Specialist
Helene Bertaud	Counsel
Anta Tall Diallo	Procurement Team
Dame Seck Thiam	Procurement Team
Nikolai Alexei Sviedrys Wittich	Procurement Team
Marguerite Flavienne Codou Tine	Team Member
Sariette Jene M. C. Jippe	Team Member
John T. Giles	Team Member
Ousseynou Ndaw Sene	Team Member
Adama Diop	Team Member
Mira Saidi	Team Member
Amadou Ba	Team Member
Frederic Aubery	Team Member
Abib Samb	Team Member
Ndeye Absa Cisse	Team Member
Lorina Schudel	Team Member
Lydie Anne Billey	Team Member

Faly Diallo	Team Member
Mame Safietou Djamil Gueye	Team Member
Frederic Jean Linardon	Team Member
Ghislaine Kouedi Nombi	Team Member

B. STAFF TIME & COST

Stage of Project Cycle	Staff Time & Cost	
	No. of Staff Weeks	US$ (including travel and consultant costs)
Preparation		
FY19	25.094	198,404.62
FY20	1.568	52,258.52
FY21	0.000	27,448.20
FY22	29.605	263,976.02
FY23	48.282	529,244.01
FY24	3.995	10,370.85
Total	108.54	1,081,702.22
Supervision/ICR		
FY20	20.257	236,317.42
FY21	22.456	199,728.80
FY22	24.534	198,386.30
FY23	36.832	382,976.82
FY24	40.232	265,600.40
FY25	13.696	129,776.17
Total	158.01	1,412,785.91

ANNEX 3. PROJECT COST BY COMPONENT

Component	Amount at Approval (US$M)	Actual at Project Closing (US$M)
Component 1: Strengthen the system of informal apprenticeship	13.6	13.18
Component 2: Improve the quality of apprentices' skills formation processes	35.6	14.55
Component 3: Project management	3.8	2.37

ANNEX 4. SUPPORTING DOCUMENTS

Aubery, F., Giles, J., Sahn, D., 2020. Do Apprenticeships Provide Skills Beyond the Master's Trade? Evidence on Apprenticeships, Skills and the Transition to Work in Senegal.

Chort, I., De Vreyer, P. and Marazyan, K., 2014. L'apprentissage au Sénégal, déterminants et trajectoires. Autrepart, (3): 175-193.

Enquête Harmonisée sur le Conditions de Vie des Ménages 2018-2019 – Sénégal

Filmer, D. and Fox, L. 2014. Youth employment in sub-Saharan Africa. World Bank Publications.

Frazer, G. 2006. Learning the master's trade: apprenticeship and human capital in Ghana. Journal of Development Economics 81:259–298.

Monk, C., Sandefur, J., Teal, F., et al. 2008. Does doing an apprenticeship pay off? Evidence from Ghana. CSAE WPS 2008-9.

Walther, R., 2008. Towards a renewal of apprenticeship in West Africa. *Agence Française de Développement (AFD), Département de la Recherche Notes et Documents*, (40).

ANNEX 5. RESULTS FROM THE IMPACT EVALUATION

Preliminary results of the impact evaluation of the PEJA ("*Improving Youth Employability through Informal Apprenticeships*")

Note prepared by Frédéric Aubery and John Giles (World Bank, DECPH)

Caveats: *The impact evaluation of the PEJA is a work in progress at the time of delivering the ICR. The results presented in this note are partial and preliminary.*

Context. In Senegal, traditional apprenticeships provide informal, on-the-job training where a master craftsperson imparts skills to an apprentice. This arrangement is based on an oral agreement between an adolescent's parents and the master craftspersons, and training occurs entirely within the workshop. Apprenticeships are a popular means of skill acquisition for youth, particularly young men in urban areas. According to Aubery, Giles, and Sahn (2020), 35 percent of young men and 11 percent of young women report having been apprentices at some point. Despite its appeal to less educated youth, informal apprenticeship training is marked by low quality, a lengthy duration (five years on average), and the absence of both a standard curriculum and certification to verify skills. Neither the sectors involved, nor the apprenticeships themselves are regulated, meaning that the training content depends solely on each workshop's activities, which can vary significantly within and between trades. Additionally, the lack of certification complicates apprentices' access to wage employment, while limited access to capital prevents former apprentices from leveraging their skills to establish their own workshops.

Context of the impact evaluation. The handicraft sector and informal apprenticeships in Senegal have been understudied, and the preparation of PEJA occurred in the absence of rigorous studies to inform decision-making. In this context, PEJA implemented an impact evaluation of its interventions, tracking a sample of artisans and apprentices over time for the duration of the project. This approach allows for measuring the impact of PEJA and provides a detailed overview of the sector, which will be useful for future projects. The impact evaluation was conducted by a team of researchers from the World Bank (John Giles, Frédéric Aubery), Université Gaston Berger (Mame Mor Anta Syll), and Université de Rouen (Karine Marazyan).

Design of the impact evaluation. The PEJA impact evaluation is based on a rigorous design and the following principles: (1) the establishment of a control group of eligible workshops (master craftspersons and apprentices) that did not participate in the project, (2) the random selection of the first wave of beneficiaries among eligible workshops, and (3) data collection before and after PEJA's implementation. The study is based on a sample of approximately 6,000 apprentices (aged 15 to 25) and 2,100 master craftspersons (in tailoring, woodworking, metalworking, auto mechanics, and hairdressing) who were tracked between December 2020 and March 2024.

Dynamics of traditional apprenticeship training. The longitudinal tracking of apprentices confirms that traditional apprenticeship is a lengthy process and that the transition to employment often starts within the training workshop (as a "second patron") before moving towards self-employment.

Preliminary results of the impact evaluation of PEJA. The results focus on the following points:

1. **PEJA has a retention effect on young men in apprenticeships.** Young men who undertook their apprenticeships in a PEJA beneficiary workshop are more likely to still be apprentices three years after the baseline survey (73 percent in the treatment group compared to 67 percent in the control group, in Figure 1a). Among those who left apprenticeship, young people in the treatment group are more likely to work as an employee (30 percent among

beneficiaries compared to 26 percent, in Figure 1b) and less likely to be self-employed (49 percent among beneficiaries versus 53 percent). The retention pattern observed among young men is not found among young women. However, women in the treatment group are 7 percentage points more likely to be an apprentice with the same master at baseline (another form of retention).

2. **PEJA has a positive impact on apprentices' acquisition of technical skills**. Although modest (0.08 s.d. for tailors, in Figure 2), the effect on technical skills is important as it shows an indirect effect of PEJA on the acquisition of skills by apprentices through interventions at the MA's level (technical skills training, pedagogical skills training). This could also be a positive consequence of the retention effect, if more time in the workshop translates into more skills.

3. **PEJA's impact on earnings is *negative* for men but *positive* for women.**
    a) Young men in the treatment group earn less overall than those in the control group (Figure 3a below). As for status in apprenticeships, the effect is observed among apprentices who were 20-year-old and older at baseline (those who are transitioning to employment). This might be the consequence of the retention effect, as apprentices who decide to stay longer in apprenticeships are paid less than out of the workshop (almost by design, as it is the way to pay for the training). In other words, apprentices in the treatment group are less likely to trade technical skills acquisition (and training completion) for immediate higher earnings.
    b) However, young women in the treatment group earn more than those in the control group (Figure 3b). As for males, the effect is concentrated among older apprentices. This combines the effect on the extensive margins (treated women are 3.5 percentage points more likely to have positive income and 5.4 percentage points more likely to have positive income from a second activity) and the intensive margins (women in apprenticeships earn more in the treatment group than in the control group).
4. **PEJA had an indirect negative effect on childbearing for women.** Women in the treatment group are 4.7 percentage points less likely to have given birth in between the two surveys (this is the case for 18.7 percent of women in treated workshops and 23.4 percent in control ones) (Figure 4). The difference in marriage rate since baseline is small and not significant. There is no effect of PEJA on childbearing or marriage for men, but only a minority of men in our sample are married (6 percent) or have children (5 percent).

5. **PEJA has slightly impacted migration's behavior and desire.** Among those who were interviewed, young males in the treatment group are 3.3 percentage points more likely to live in the same locality as baseline (this is the case for 91 percent of apprentices overall). They are also slightly less likely to have considered migrating outside of the country (2.7 percentage points difference but not significant) or to have taken the pirogues ("prendre les pirogues", which refers to illegal migration; 2.9 percentage points significant difference). Using indirect information collected during the tracking, we estimate that 4.5 percent of our baseline sample of young men had migrated out of Senegal at the time of the survey. There is a one percentage points difference between young men in the control group (5.1 percent) and the treatment one (4.1 percent) that is almost significant at ten percent (Figure 5).

6. **PEJA had a positive impact on the workshop's business.** PEJA-supported workshops reported higher sales and profits than control workshops, as well as a greater number of workers. On average, they have 0.5 more workers (7 workers in treated workshops compared to 6.5 in the control group), retained more apprentices present at baseline, and hired more since.

7. **For masters and apprentices alike, PEJA had a clear and large positive impact on the acquisition of business skills by master craftspersons.** Both masters and apprentices received business skills training that was tailored for their specific needs (starting a business for apprentices, improving the existing business for masters). The magnitude of the effect is large for both targets (0.19 s.d. for masters; ranging from 0.11 to 0.18 s.d. for apprentices). Among apprentices, the effect was larger for women.

8. **Furthermore, involving CTs and artisans associations in selecting beneficiaries and other project activities has expanded the influence of those local institutions within the informal sector.** PEJA has made CTs more attractive to craftspersons, resulting in a 19.5 percentage point increase in the share of registered craftspersons (a step toward formalization) over the three years between surveys. This increase was 3.5 percentage points higher in the treatment groups.

Figure 1a – Status with regard to apprenticeships (Males)

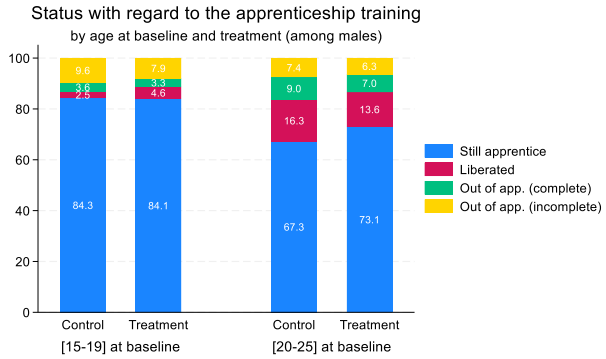


Figure 1b – Employment status by apprenticeship status



Figure 2a – Distribution of technical skills

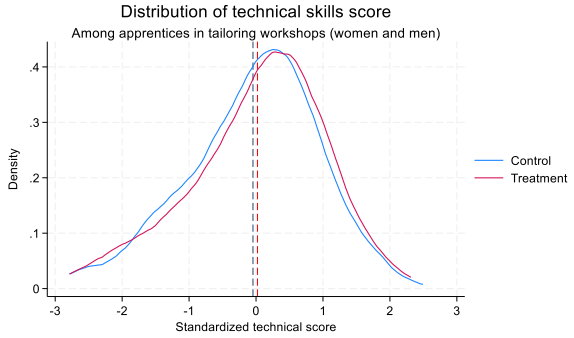


Figure 2b – Positive effect on technical skills

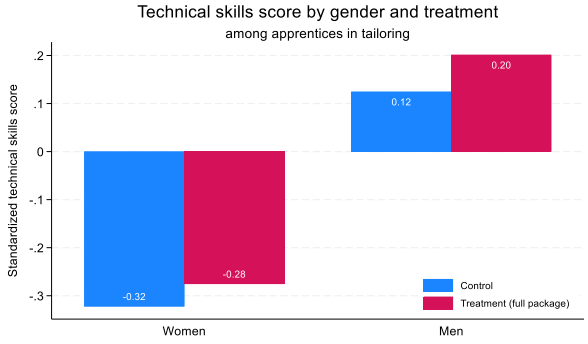
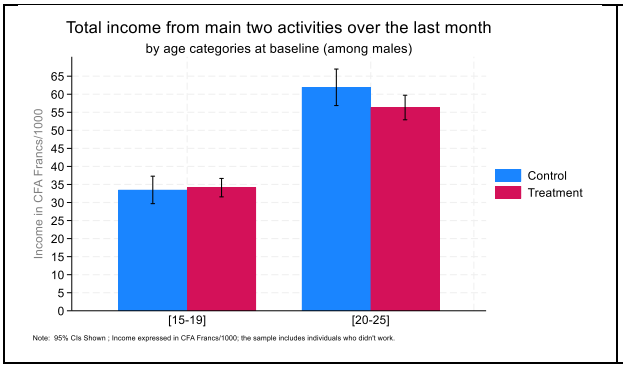


Figure 3a – Impact of PEJA on total income (males)

Figure 3b – Impact of PEJA on total income (females)



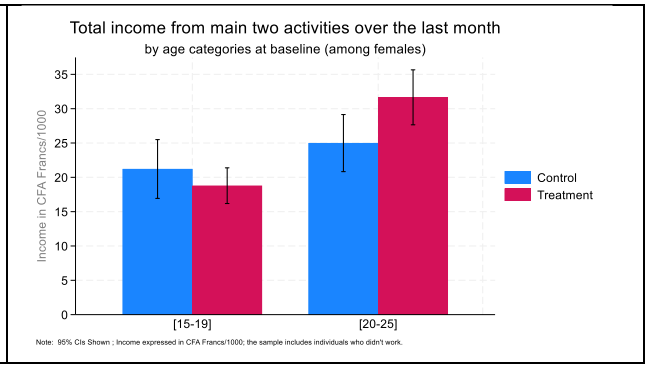


Figure 4 – Childbearing by treatment groups

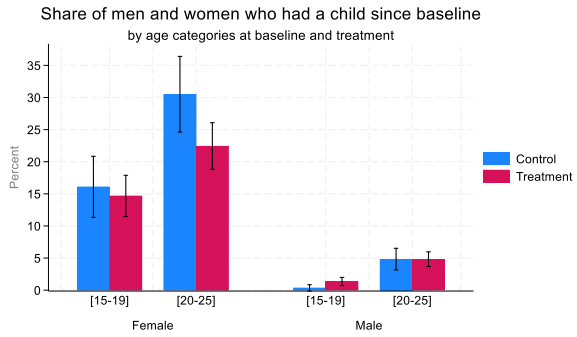


Figure 5 – Migration by treatment groups

